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ABSTRACT

This annotated bibliography on campus/community relationships deals almost exclusively with the secondary effects of colleges and universities on their surrounding environs. The bibliography provides detailed and objective descriptions of the contents of the articles, monographs and books that deal with the effects of campus growth and expansion, circulation and transportation, commercial services, research parks and zoning on the community. (HS)

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CAMPUS - COMMUNITY RELATIONSHIPS: AN ANNOTATED BIBLIOGRAPHY

VOLUME 2

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CAMPUS/COMMUNITY RELATIONSHIPS:

AN ANNOTATED BIBLIOGRAPHY

VOLUME 2

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FOREWORD

Concern for the "quality of life" characterizes many recent statements about urban problems. Measures of quality including social indicators, service levels and environmental condition measures are used as evidence of failure or accomplishment more often than measures of numerical growth or economic success. In the work of Lawrence Haworth, for example in his book The Good City, the quality of a society's institutions is put forth as an important measure of the quality of life. A simplified version of Haworth's theory is that the city is formed of institutions that are the outcomes of human actions to organize common life and that these institutions are also the principal "structures of action." According to Haworth's formulation a community which is rich in the number, quality and variety of social institutions is a community in which there is a rich set of opportunities for self-realization and human growth. This seems to me to be a good theoretical basis for measuring the quality of life. The concern we have for the quality of our communities then should focus our attention in understanding and improving institutions such as higher education.

The traditional way of thinking about quality in higher education confines measures almost exclusively to educational outputs. A college makes educated people. We are not likely to abandon measures of these outputs. Indeed we need to improve them. Nevertheless all higher education institutions have secondary effects on the quality of life in their environs which are unnoticed or inadequately measured, and infrequently analyzed or acted upon. The literature reviewed in the second volume of Ira Fink and Joan Cook's annotated bibliography on campus/community relationships deals almost exclusively with the secondary effects of colleges and universities. It provides us with an extremely valuable source of information about this much-neglected but now increasingly significant area of research and action by colleges and universities and other institutions related to them.

Both volumes of this annotated bibliography provide detailed and objective descriptions of the contents of the articles, monographs and books that have come to the attention of the bibliographers. The second volume divides the material in a somewhat different way from the first adding categories on campus growth and expansion, circulation and transportation, commercial services, research parks and zoning among others. The combined bibliographies comprise perhaps the most complete existing review of this literature.

Haworth's notion that the place to begin the improvement of community life is in its institutions is attractive. He is referring to the primary functions of these institutions. In the case of the colleges and universities the obvious bears repetition. Their functions are the preservation, transmission and advancement of knowledge. The development and protection of methods for accomplishing these principal functions in the most effective manner is their greatest concern. While this seems obvious to me I find many persons both inside and outside the academic community insisting that higher education institutions bear much greater responsibilities for shaping policy

and acting in the world of affairs than they have in the past. The idea of Ortega Y Gasset that the school as a "functional organ of the nation depends far more on the atmosphere of national culture....than it does on the pedagogical atmosphere created artificially within it" seems to have escaped the attention of those who make such demands. Educational institutions are primarily creatures of the environment rather than its shapers. While higher education institutions are largely impotent when it comes to problem solving in the world of affairs they should at least avoid creating problems by their behavior as members of the society. They should not create traffic problems; should not add unthinkingly to overcrowd housing and create condition of blight by their internal policies. At least they should act responsibly within their communities in terms of environmental and social problems related to their members and those affected directly by their existence and change. At best colleges and universities should provide innovative approaches to resolving community problems and exciting prototypes for the new institutions.

The literature described here begins to explore in explicit ways some of the questions raised within this newly discovered set of concerns. Those who work in the area of university community relations will be much indebted to Mr. Fink and Miss Cook for the thoroughness and quality with which they have reviewed and described this literature.

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CAMPUS/COMMUNITY RELATIONSHIPS:

AN ANNOTATED BIBLIOGRAPHY

VOLUME 2

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Introduction

In 1971 we compiled Campus/Community Relationships: An Annotated Bibliography (see Item 1 of this Bibliography). Since that time, we have received publications from a number of individuals and institutions actively engaged in programs in this field. This new bibliography reviews these publications.

In addition to noting these new works, we have continued to follow our initial purpose for compiling a bibliography. That purpose is "...an attempt to review some of the current materials on the subject of campus/community relationships with particular emphasis on studies relating to the nine campuses of the University of California."

One unique contribution of these annotations should be their capacity to provide information on the wide array of programs and experiences. We hope this publication will serve to illustrate what is going on in the field, to explore new areas of concern, and to define new parameters of institutional responsibility.

In particular, studies by the University of Pittsburgh's University-Urban Interface Program (UUIP) and the University of Cincinnati's Study of the Effect of Campus Form on University Community Relations are noteworthy. Both are extensive research programs designed to answer traditional questions (such as "what are the effects of campus land expansion?") and to pinpoint emerging problems (such as that of communication between an institution and its neighbors).

Efforts by graduate students in their master's and Ph. D. theses and course papers are also providing new insights into this field. Community organizations, including indigenous citizens' groups, are examining the relationships between themselves and their institutional neighbors.

Despite the availability of materials on these research studies, there appears to be little information about campus communities in more traditional areas: for example, community colleges and urban renewal and redevelopment. Perhaps community colleges, by their commuter nature, are in a community, but not of it; at least the paucity of information about interactions between community colleges and their communities would so indicate. Likewise, hundreds of communities have benefited from "Section 112" credits and institutional land cost write-downs as part of Federal Urban Renewal programs. Yet, there is little published material on the successes and failures of these joint institutional-community developments.

Notwithstanding these gaps, there is much new material. We have added sections relating to community involvement, community programs, and continuing education.

We have again tried to organize the listed publications by subcategories. However, key words, such as "community," "environs," "plans," and "involvement" are often imprecise. Thus distinctions between subcategories are not always discrete; many are ambiguous. We ask the reader to review all subcategories with similar titles.

As anyone using this bibliography will soon note, the materials described are not easy to locate. The annotations, as a result, are considerably longer than they would be if the publications were more accessible. Thus we felt it necessary to indicate both the name and purpose of the publication, and to summarize important findings. This feature should provide a more useful document.

Finally, in compiling these studies we should like them to serve to justify proposed programs of those working within the campus community. The capacity to appreciate planning efforts often comes from persons outside the institutions or community under study. By indicating programs of other institutions as well as our own, we want to help campus and community planners, institutional administrators, local government representatives, and community citizens earn support for their constructive programs.

Present examples of campus/community programs at other institutions have been useful in furthering expanded plan activities at University of California campuses. Policy resolutions and funding commitments by The Regents of the University of California are reflective of their continuing interest in development of more positive campus/community relationships. We hope that other institutions will also work toward active involvement with their communities.

As with the first bibliography, we again ask those using this bibliography to contribute by providing relevant documents that should be added to future listings. Should sufficient materials become available, we shall plan to issue supplementary volumes on an as-needed basis.

The bibliography was prepared in the University of California, Office of the President, Assistant Vice President--Physical Planning, Berkeley, California 94720. All work cited in the bibliography can be located at the University. The following is a list of the libraries referenced and their addresses:

Administrative Records Library: Administrative Records Library, Office of the President, 742 University Hall (non-circulating).

C/C Library: Campus and Community Planning Library, Assistant Vice President--Physical Planning, Office of the President, 641 University Hall (non-circulating).

CED Library: College of Environmental Design Library, 210 Wurster Hall, Berkeley campus (circulating).

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April 1972

A. Bibliographies

1. Campus/Community Relationships: An Annotated Bibliography. Ira Stephen Fink and Joan Cooke. New York, N.Y.: Society for College and University Planning, c/o Columbia University, April 1971. 63 pages. Monticello, Illinois: Council of Planning Librarians, Exchange Bibliography 203, July 1971. 66 pages. [C/C Library]

An annotated bibliography of 97 items, some up to one page in length, reviewing current materials on the subject of campus/community relationships with particular emphasis on studies relating to the nine campuses of the University of California.

Similar in format to this annotated bibliography, it is non-selective, covering published and unpublished materials primarily from 1965 through 1970. Items are arranged by subcategories of community colleges, community/campus developments, community disturbances, community economic impact, community/urban opportunity, community plans, historical perspectives, housing, and urban renewal.

2. Campus Size: A Selective Review. Donald J. Reichard. Atlanta, Georgia: Southern Regional Educational Board, 1971. 40 pages. [C/C Library]

Contains a selective review of the literature regarding economic, social-psychological, and organizational aspects of institutional size. Concludes that there is no one optimal size for an institution of higher education, and that the question of size can only be debated within the question of what kind of organizational and economic relationships the institution seeks to foster.

Considering the economic aspects of size, the study finds: (1) a minimum of approximately 1,000 students is necessary if a college is to maintain economic viability; (2) it is uneconomical to offer extensive science programs unless enrollment exceeds a minimum of 2,500 students; and (3) growth and enrollment is most economical when taking place in an orderly manner.

Regarding social-psychological aspects of size, the study points out: (1) the findings of Clark and Trow which indicate "smaller environments are more likely to encourage the development of academic subcultures while larger, undifferentiated environments appear to encourage the development of vocational subcultures;" (2) preliminary findings suggest rates of protest appear to be no higher (per 1,000 students) at larger than at smaller institutions; and (3) it is not absolute size, but how well organizational sub-units serve the needs of the various constituents that determine whether the institution is viable or not.

Study does not explore relevance of community factors with respect to institutional size. Footnotes to the study provide additional bibliographic entries on the subject.

3. Essential Reading for the Future of Education Revised: An Annotated Bibliography. Michael Marien. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, February 1971. 71 pages. [C/C Library]

A selected and critically annotated bibliography of 200 items representing "...a very tentative and subjective judgment of the literature most relevant to the future of American education."

The categories distinguish between methodology, trends, descriptive futures, prescriptive futures, and policy proposals. Most entries are works published since 1967. Because, as the author states, "...it is increasingly necessary to understand the societal context in order to understand the future of education" nearly 40 percent of the bibliography is devoted to items that do not deal primarily with education.

4. How Big? A Review of the Literature on the Problems of Campus Size. Monograph Number 8. Los Angeles, California: The California State College, Office of the Chancellor, Division of Institutional Research, August 1970. 74 pages. [C/C Library]

Contains an introduction that surveys some of the policy issues under debate concerning the growth of the California State Colleges and abstracts 50 recent publications dealing with the subject of campus size.

In establishing a base for developing sound long range plans which consider enrollment growth rates, patterns, and limits, the introduction lists areas of concern to be as follows: goals of the California State Colleges; who should be served by the State Colleges; optimal growth rates; size limitations; and distribution of patterns of enrollments.

Traces the development of the concern about growth and argues that "the establishment of an enrollment ceiling at each institution is necessary for proper planning of educational programs and physical plant. It is also necessary from the standpoint of statewide planning and orderly growth."

Recognizes that while large campuses may be a more efficient way to utilize physical facilities, the negative impact of size upon the institution and upon the individual should similarly be assessed. Accordingly, the literature selected for review addresses itself to the question of performing organizational adjustments necessary to improve the learning environment associated with large campuses and making the educational process more meaningful at campuses of all sizes.

5. Urban Universities and the City: Review 2. David E. Sumner. Washington, D.C.: The George Washington University, ERIC Clearinghouse on Higher Education, April 1970. 9 pages. [C/C Library]

An annotated bibliography, providing an overview of some of the issues in university-city relationships and abstracting 37 publications studying urban universities and the city, concentrating on the years 1967 through 1969.

The overview discusses various aspects of university-city relationships including: the challenge of responsibility for community development; some opportunities for developing a relationship between the university and the city; educational programs; expanding accessibility and communication; student volunteers and faculty participation. Further topics discussed include taxes for government services, programs of community renovation, and institutional self-examination. Many of the publications listed are available in microfiche or hard photo copy from the ERIC Document Reproduction Service.

6. Urban Universities and the Community: A Bibliography. Compiled by Dorothy Christiansen. New York, N.Y.: Center for Urban Education, April 1968. 6 pages. Mimeographed. [C/C Library]

A general, non-annotated bibliography of 78 items dating from 1930 through 1967. Approximately one-third of the items are available in the Library of the Center for Urban Education. Many listings refer to the university's role as an agent of change, the university in the American future, and the university in community development.

B. Campus Growth and Expansion

7 Campus Planning In An Urban Area: A Master Plan for Rensselaer Polytechnic Institute. Doxiadis Associates, Inc. New York: Praeger Publishers, 1971. 99 pages including maps. [C/C Library]

As a master plan for Rensselaer Polytechnic Institute the publication contains: (1) an analysis of existing conditions (in the region, the city, the neighborhood, and the campus); (2) assumptions about long range planning for institutions of higher education; (3) future building requirements for the campus; and (4) a concluding statement about the proposal. The appendix gives a detailed account of the development of a mathematical model as an aid to campus planning.

The design criteria guiding campus physical development is stated as "keeping with the present character of the University" and reflecting its central purpose of the application of "technology to the creation of a total human environment." More specifically it is stated that development, in general, should be aimed not so much at enhancing the individual buildings as in producing a total meaningful environment for all the activities that might take place in the campus.

Provides a description of the City of Troy, home of Rensselaer, indicating that the City's population declined from 72,300 to 67,500 during the period of 1950 to 1960. States that one cause of this population decline was the weakening and contraction of the City's economic base resulting from the reduction of employment by industries in the area. Fears that despite the desire to attract new industries and to retain the present ones, Troy will continue to depend less and less on major businesses to support its economy, and massive internal aid will be required to provide significant amounts of low- and middle-cost housing and their supporting services. Predicts that Troy will become increasingly an educational and residential community and decreasingly an industrial community.

Although forecasting a campus student population of 7,000 by the year 1989 the report provides few insights of impact upon the City of Troy due to this growth.

8. Campuses and New Towns. Carl M. Halvarson. SCUP Journal. Volume II, No. 2 (August 1971). New York, N.Y.: Society for College and University Planning. 4 pages [C/C Library]

Describes the development concept for a new town proposed in relocating the Union University campus at the outskirts of Jackson, Tennessee. The 300-acre site includes proposals for an educational village, containing the university (125 acres), a retirement village (25 acres), a commercial village (15 acres), multi-family and residential villages (94 acres), and a continuing-education center (18 acres).

Campuses and New Towns (cont'd.)

Designed as a cluster of structures linked with walkways and terraces, the initial university or educational village is expected to approximate 1,500 persons, with additional residences in the neighborhood villages generating a total community of 5,000.

In addition to properly planning the land-use parameters, it is claimed that financial planning is crucial to the success of the entire project. Although Union is the planner and developer, it will seek individual entrepreneurs to form partnerships with lenders and corporate investors for total land development. Article concludes that this program has implications for the long term financial operation of private colleges, where, for example, a ground lease arrangement of commercially zoned acreage can provide a cash flow as well as a new and continuing source of endowed operating income.

9. Detroit Institute of Technology: A College Grows In the Inner-City. Frank V. Carioti. Funded by the Educational Facilities Laboratories, the D. M. Ferry Trustee Corporation, and the Detroit Institute of Technology. Detroit: Detroit Institute of Technology, 1966. 34 pages [C/C Library]

Argues that higher education is increasingly becoming a necessity for all--including those who "may not be prepared to face the economic and emotional demands of learning or up-rooting their homes, jobs, and often their families." The Detroit Institute of Technology is described as an institution to serve these students and all those who want to live and work in the city while getting a delayed education, or obtaining a special education.

Explains the factors considered in planning for the expansion of the campus to 5,000 students, including the selection process and criteria used in deciding the location of a larger and more adequate site. Site criteria were: availability of sufficient land area; relationship to present DIT facilities; proximity to cultural, vocational and recreational activities and student services; availability of housing; accessibility via vehicle transportation; potential of rapid transit service; campus environment; confirmation with long range city plans; relative land costs; and potential for urban renewal.

At the time of the report, 90% of the DIT students were native born Detroit residents and 90% were residents of the greater Detroit area. Almost 90% of the students found employment and made their homes in the greater Detroit area. In the delayed education program, approximately one-third of the undergraduates were above 25 years of age, single students outnumbered married students by a ratio of 2:1; and, men outnumbered women by 9:1. Almost 75% of the students had full or part-time employment while attending daytime and/or evening classes.

10. Educational Institution Study. Boston Redevelopment Authority, Planning Department, Advance Planning Division. Boston, Massachusetts: The Authors, October 1970. 31 pages plus appendices. [C/C Library]

Attempts to discover the extent of future education institutional growth in the City of Boston, to ascertain the problems institutions face, and the kinds and extent of cooperation which can be effected between the institutions and the City. Based upon results of a survey completed by 26 of the 34 educational institutions in the City (it is stated that most of the respondents were private institutions).

Report claims that: (1) while the educational institutions in the City have a vital symbiotic relationship, there has been little mutual cooperation between the institutions--in most instances each is active without knowledge and often to the detriment of the other; (2) there has been little comprehensive development planning carried out by the institutions--the overall picture of university expansion is one of uncertainty and of utilization of stop gap measures; and (3) the City has made little attempt to understand the institutions' problems and to determine contributions which the City might make to aid them, or the contributions the universities might make in solving Boston's specific and City-wide problems.

Recommends the following: (1) the City, with members of the Mayor's Committee on the Urban University, prepare policy guidelines concerning education institutions and determine appropriate measures which might be taken to strengthen City-university relations; (2) the City and the institutions immediately initiate on-going planning efforts to investigate problem areas and to propose action and programs for dealing with these problems; (3) the Mayor's Committee establish various task forces to study institutional problems of university-community relations, traffic, housing and land acquisition; and (4) the Mayor's Committee, together with selected colleges and universities, appoint a professional planning staff to create a joint planning committee.

Appendix includes a draft policy statement establishing guidelines for future growth and development of the institutions. Specifically, the proposed guidelines were concerned with: appropriate use of taxable land, increased demands on City circulation and service systems, the size and character of the housing stock, and the continued viability of the surrounding neighborhoods. Proposed guidelines also reflect recent zoning changes which regard institutions as conditional land uses rather than allowable uses.

Draft also describes procedural changes which would require institutions to discuss specific and general development plans with the Boston Redevelopment Authority (acting as the City's planning agency) giving the Authority power to oppose those proposals inconsistent with City policies or procedures.

11. "The Impact of Institutional Growth on Urban Land Use." Spencer M. Hurtt. Urban Land, Volume 27, No. 1 (January 1968). Washington, D.C.: The Urban Land Institute, 1968. Pages 3-10. [C/C Library]

Explores the effect of educational institution's growth on urban land as viewed by the community, the institution, and the private developer. Concentrating on institutions in the Boston metroplitan area, the author selects ten factors, ranging from positive to negative, and uses them to analyze the impact of institutional growth.

Positive factors include: (1) student, staff and institutional purchasing power; (2) faculty, staff, and service employment; (3) construction of new facilities; (4) creation of new institutionally related businesses; and (5) upgrading of community cultural/social living standards.

Questionable factors include: (1) campus land use demands; and (2) student, faculty and staff demand for existing housing.

Negative factors include: (1) traffic congestion and parking problems; (2) additional demands upon community fire, police, refuse disposal, and related services; and (3) increase in tax exempt properties and unequal tax burden.

Study points out that the benefits accruing to a community as a result of institutions within the community are often overlooked. While they are complex to evaluate in economic terms alone, these benefits must be considered when evaluating whether or not an institution should pay taxes, service charges, or "contributions" in lieu-of-taxes.

Author argues that to facilitate realistic planning, the community, the institution and private interests must work together to face their common problems. In particular, to facilitate land use planning, institutions must undertake advance planning in collaboration with local governments. It is unreasonable to expect institutions to do this, the author argues, unless the municipal body is enlightened and willing to assist and not create more obstacles.

Proposes that the private property owner, the real estate developer, and interested citizens take the initiative to bring about a review of real estate taxing procedures, particularly as they apply to tax exempt institutions. Their aim should be finding new methods for producing municipal income without having to penalize the community--or the institution. One approach to the problem could be spreading a community's costs for maintaining an institution over a larger tax base--a regional, state-wide, or federally related tax that would reimburse communities with institutions on a formula basis for the cost of service support.

12. The Impact of the New State University Campus in Erie County. Prepared by Llewelyn-Davies Associates. Buffalo, New York: Erie County Department of Planning, June 1971. 193 pages [CED Library]

Reports results of a study undertaken to measure the likely impact of the new campus of the State University of New York at Buffalo-Amherst and the New York State Urban Development Corporation's Amherst new community on the surrounding sub-regional area. For the purpose of the study, impact was defined "...as the physical, economic and social effects on the sub-region which are directly or indirectly attributable to the development of the new SUNYAB campus and the associated UDC new community."

Provides an historical perspective of the region and of the State University campus. In 1962 when the University of Buffalo joined the State University of New York system its enrollment was 15,900; by 1969 it had a total enrollment of 23,800.

Indicates that in 1964, the SUNY trustees decided to move the entire University of Buffalo campus to a new site in Amherst--about three and a half miles northeast of the existing campus. At that time it was envisioned that the new campus would provide academic programs and employment for about 50,000 students, faculty and staff. Due to a limiting of construction funds, current estimates indicate that facilities at the Amherst site should accommodate approximately 21,000 students by 1977. Further, the existing campus in Buffalo would be maintained at its present level of operation.

Forecasts indicate that the present 420,000 population in the sub-region is expected to grow, by natural increase, by more than 100,000 in the period 1970 to 1985, while the population increase likely to be generated by the new campus is expected to add between 87,000 and 95,000 during the same period. Estimates that the natural increase of population will create the need for 35,000 additional dwelling units by 1985 and the new campus will require an added 29,000 to 32,500 dwelling units.

Based on assumptions of multipliers of 0.25 for direct and 1.10 for indirect employment respectively resulting from increases in primary student population, and estimating that the increase in students from the period 1970 to 1985 would be between 30,000 and 35,000 students, finds that the increase in direct employment would be between 7,500 and 8,750, and the increase in indirect employment between 8,250 and 9,630. Total increase in SUNYAB related population would be equivalent to 38,900 to 45,400 based on assumptions of 1.30 employees and 3.24 persons per household.

The report also assesses the ability of the region to absorb growth, comparing development constraints of land uses, committed developments, topography and flooding, water supply and sewerage, tax base, and environment to development potentials of assumed transportation networks and accessibility to SUNYAB and other urban facilities.

The Impact of the New State University Campus in Erie County. (cont'd.)

Concludes all of the towns in the sub-region will to some degree be affected by this new urban growth and all will require revisions in their plans and zoning ordinances to accommodate future land use requirements. In the absence of commonly accepted goals and objectives for the sub-region it was indicated that it was not possible to forecast a future development pattern which will meet the needs of the present and future population of the area. Stresses that the formulation of sub-regional goals and a complimentary strategy for future development that could be used as a means of coordinating and regulating the accommodation of the impact of the new SUNYAB campus is an urgent and logical counterpart to the present impact study.

13. "Institutional Expansion and The Urban Setting." Three papers presented at a special summer program at the Massachusetts Institute of Technology, Cambridge, Massachusetts, July 6-11, 1959. 14 pages, mimeographed. [C/C Library]

Contains three papers; "The Institution and The City" by McGeorge Bundy; "Basic Concepts of Planning and City Development" by Frederick S. Adams; and, "Shaping Physical Development By Purpose" by Albert Bush-Brown.

Bundy believes that universities can and should accept a much higher level of engagement and activity than has been customary in their neighborhoods and their communities. The kind of action desirable in any given case, Bundy says, seems not a matter "for general prescription," and has to be asserted "by no less an officer than the president, in most cases." He sees it as proper for a university to make substantial investments in urban renewal, even when these investments do not necessarily have an immediate income-bearing advantage to the university itself since sustaining and improving the neighborhood of a university is "plainly important to the university's continued effectiveness."

Adams outlines some basic concepts of city planning, argues that information on institutional expansion is necessary for both the institution and the community, and proposes some opportunities for more effective collaboration between them. Opportunities, Adams lists, are: (1) better communication between institution and community as to long range development plans of both and coordination of these at staff level on an interim basis (this implies the need for a permanent planning staff for large institutions); (2) collaboration with local officials to lessen the impact of losses to the tax base, to deal more effectively with traffic and parking, and to integrate and maximize the effectiveness of institutional expansion plans and urban renewal; (3) better liaison between institutions and neighborhoods, through neighborhood groups; and (4) greater coordination between major administrative divisions within the institutional complex in connection with long range development plans.

"Institutional Expansion and The Urban Setting." (cont'd.)

Bush-Brown argues that the reasons there are differences in the basic physical forms among institutions such as universities (aside from the role of physiographic factors, changes in function, and the vagaries of clients and architects) is because of two different educational theories that shaped large modern universities: the English college which aimed at giving students a liberal education, and the Continental university which sought to nurture proficiency within a profession. The English institution was generally removed from the city and required buildings for sleeping, eating, worshipping and studying. The German institution required only lecture halls, laboratories and libraries, and was generally located in a large city. American institutions of the nineteenth century instituted both forms of institutions. In the twentieth century they attempted to amalgamate both. The article concludes with several design suggestions the author feels should guide institutional growth.

14. The Location of University Facilities: Explorations. Land Use and Built Form Studies, Working Paper 22. Second Edition. Cambridge, England: University of Cambridge, School of Architecture, August 1970. 44 pages. [C/C Library]

Based on the assumption that the location of academic facilities and the provision of housing is likely to be a major area of decision in higher education institutions, the paper shows how mathematical models can be developed for simulating and testing alternative strategies. "These strategies concern the location of the University's academic facilities, the distribution of student lodgings and the location of purpose--built residences (dormitories)."

The aim is a systematic generation of alternative physical forms and spatial distribution. According to the authors, once the proposed model is developed, it could also be used by individual universities for assessing different housing policies. To conduct the analysis, a 30 x 30 grid of 0.5 kilometer square cells was superimposed over the land area of Cambridge, England. A 10% sample of staff, graduate and undergraduate students by place of residence was plotted on the appropriate grid squares.

The assumption was then made that three sites within the grid system were available for university expansion. Based on assumption that first, no interaction existed between where the university population lived and worked, and second that all population to the university made two trips per day--to and from work, the mathematical model was used to measure the travel distances between the areas of concentrated residential locations and proposed university expansion sites attempting to minimize travel distance. The results of the exercise were then graphically displayed. They indicate that one of the alternative sites for university expansion is clearly more suitable than two other sites.

C. Circulation and Transportation

15. Bicycles in Berkeley: A Background Report. Berkeley, California: Berkeley City Planning Department, January 1971. 9 pages. [C/C Library]

In response to a City of Berkeley policy to seek alternatives to the automobile, report presents information and recommends policies on bicycles and gives a proposed bikeways plan. Report is based upon results of a 1970 survey distributed to 500 bicycle owners selected at random from Berkeley Police Department registration files and from 2,000 other questionnaires made available to the public through libraries, bicycle shops and city hall. A total of 834 replies were received (28%).

The questionnaire was designed to learn the degree and pattern of use of bicycles and to invite user participation in planning for bicycle accommodations. By conservative estimates there were about 10,000 to 12,000 bicycles in Berkeley, of which--based on the sample survey--about 60% were used partially or primarily for recreation. Thirty-eight percent of the respondents used their bicycles to ride to the University of California, Berkeley.

Report indicates that the conflict with automobile traffic was the most difficult element of cycling. Sixty percent of the respondents indicated auto danger as the number one problem, 93% listed it among the top three problems. The specific danger most often cited was that of the door of a parked car opening directly in the path of a cyclist. (Berkeley Police Department records for the years 1964-69 indicate an average of 43 injuries per year from bicycle accidents.)

The need for bicycle racks throughout the city was the second most serious concern. It was suggested that racks be designed so bicycles can lock to the rack.

Other aspects of the report dealt with environmental and social attitudes, parking restrictions, suggested routes, and licensing. The report led to the "Berkeley Bikeways Plan." The plan, adopted by both the Berkeley City Planning Commission and the Berkeley City Council, links the City with the University of California campus via bicycle routes.

16. Broad and Columbia Subway Development Study. Prepared for the Philadelphia City Planning Commission and the U. S. Department of Transportation by the Broad and Columbia Subway Study Group, College of Engineering Technology, Temple University. Washington, D. C.: Department of Transportation, Office of the Secretary, Assistant Secretary for Environment and Urban Systems, August 1971. 117 pages plus appendices. [C/C Library]

The study illustrates an unusual approach to studying university-community transportation needs, combining the efforts of students, consultants, city and university resources. It is based on the assumption that the subway station, adjacent to Temple University, should act as a gateway to the University and the community and be integrated into the activities of the area.

Broad and Columbia Subway Development Study (cont'd.)

The study is the result of an undergraduate student project at Temple University's Technical Institute, entitled, "A New Approach to Subway Station Design at Broad and Columbia." The efforts, begun in August 1970 and terminated in May 1971, used funds and resources of the Department of Transportation, Temple University, and the Philadelphia City Planning Commission.

The purpose is described as three-fold: (1) student involvement--study offered a testing ground for determining the extent to which an interdisciplinary team could: assess user's needs and attitudes towards subway stations; involve interest groups in the planning process of the study; produce necessary architectural, structural and planning documents to bring about changes within the stations and in the adjacent areas; determine cost-benefit analysis to justify project feasibility; find resources for implementation of the recommendations; and show that the process and products of the study could be prototypical for most situations at any subway station; (2) interest group involvement--developing techniques to involve the local community, public agencies, the University, and other interest groups in the planning process; and (3) redesign the station--developing prototypical design solutions for the subway station area and the area immediately adjacent to the station, and investigating the implications for the Broad Street subway station.

Findings of the consumer preference survey, tested on 600 people in the study area, indicated that personal security ranked highest among priorities for improvements of the subway system. Other factors--comfort and speed of service, beautification of the station, and construction of recreational, cultural, service and commerical facilities--were of decreasing importance.

Recommendations for the improvement of the station were divided into four phases: (1) short range improvements--improved security features, better lighting and acoustical treatment and repainting of the station; (2) long range improvements--major structural changes such as skylights, open court links, pedestrian bridges and an automated fare collection system; (3) improvements to land use activities adjacent to the station--a multi-service center to provide basic community services, retail commercial development, and housing, parking and academic facilities; and (4) systemwide improvements--construction of the northeast extension of the Broad Street subway system and a feeder bus system to the station area.

17. Columbia University: Morningside Heights, Pedestrian Survey, North Campus. Prepared by Travers Associates, Consultants for I. M. Pei and Partners. Clifton, New Jersey: The Authors, February 1970. 17 pages plus maps and appendices. [C/C Library]

Describes the methodology and reports the results of the November 1969 pedestrian survey undertaken at Columbia University (1969 faculty, staff, and student population totaled approximately 20,000) to aid in the development of a campus master plan. In particular, the survey was designed to obtain more precise knowledge of existing pedestrian flows, walking patterns, and portal entrances and exits.

Columbia University: Pedestrian Survey (cont'd.)

Findings indicated that a total of 11,800 pedestrian movements were recorded in and out of the four campus entrances under study. Peak hour volumes of 477 and 255 pedestrians occurred between 9:00 a.m. and 10:00 a.m. for two entrances and peak volumes of 328 and 353 between 12:00 p.m. and 1:00 p.m. for the other two.

Vehicular traffic recorded was modest: 215 vehicles at one entrance, and 434 at another, principally related to a staff parking garage.

Future planning considerations suggested by the study include the provision of two new major pedestrian gateways to the campus.

18. Columbia University: Morningside Heights, Transportation Survey. Prepared by Travers Associates, Consultants for I. M. Pei and Partners. Clifton, New Jersey: The Authors, February 1970. 48 pages plus appendices. [C/C Library]

Describes the purpose, methodology and findings of a transportation survey prepared with the cooperation and assistance of the Office of Physical Planning and the Bureau of Applied Social Research of Columbia University as part of a campus master plan being developed for Columbia.

Questionnaires were mailed to more than 10,000 of the "principal status groups" (students, faculty, administration, professional and research and other staff) associated with the campus. Response rate was 46%. Questionnaires investigated mode of travel, arrival and departure hours, daily population variations, travel time and residence location. Report does not include conclusions or recommendations based on the survey.

Results indicated: (1) mode of travel--46% walked (half walked four blocks or less), 42% used public transit (30% by subway and 12% by surface bus) and 8% drove cars (less than one out of fourteen students, one out of four faculty, and one out of five staff drove); (2) arrival and departure hours--41% of arrivals occurred between 8:00 a.m. and 9:00 a.m. (1/3 of faculty and students arrived at this time, 2/3 of staff arrived then), 43% of those persons departing from the campus left between 5:00 p.m. and 6:00 p.m., and another 18% between 7:00 p.m. and 9:00 p.m.; (3) travel time--50% of respondents required less than 15 minutes to reach campus, 23% required 15 to 30 minutes, 19% required 30 to 60 minutes, and 8% required an hour or more (generally, staff required the most time to reach campus and students required the least); and (4) residence location--41% of the respondents lived in Morningside Heights, 35% elsewhere in Manhattan, 18% elsewhere in the Boroughs, and 5% in adjacent states.

19. A Feasibility Study of an Integrated City and University Transportation System. Engineering Experiment Station Bulletin 97. Morgantown, West Virginia: West Virginia University, College of Engineering, August 1970. 101 pages. [C/C Library]

Summarizes the activities and the findings of the first three phases of a five phase program to determine the feasibility of demonstrating new mass transportation technology at West Virginia University and the adjacent areas of the City of Morgantown.

In attempting to evaluate systems which would satisfy University and community goals, the first phase of the program evaluated alternative transportation systems in terms of the needs of Morgantown; the second phase identified a set of alternative transportation concepts which could demonstrate the highest relative probability of successful implementation; and the third phase, preliminary design and system definition, reflected the individual transit system's ability to provide technical feasibility. The succeeding phases will involve final design, installation and demonstration.

The transportation design for Morgantown was complicated by the problems of an inadequate street network, acute topographical constraints, and the fact that West Virginia University, with 23,000 students and staff, was divided into three campuses. The campuses, equally separated by 1.5 miles, are situated directly between the central business district and the major residential growth area of the city. Previous attempts to solve the transportation problems employed special bus services, re-routing of traffic, and class scheduling adjustments. All had failed.

Design criteria were developed from University and city general planning goals. University goals included providing for: a movement structure in which changes and growth could occur with minimum disruption and maximum flexibility; maximum use of existing capital facilities; maximum spatial integration of academic disciplines; individual identity for each campus; and an environmental scale which supports the educational requirements of a 1990 projected student enrollment of 30,900.

In order to identify alternative transportation concepts, a technology survey was completed. Incorporated in the Appendix of the report, this survey lists over 100 transportation systems, indicating for each the system name, its developer and its classification by type: collection and distribution, origin to destination, line-haul and special purpose. Systems ranged from operational conventional systems such as buses and monorails to experimental designs in prototype stages such as conveyor (continuous feedcar on beltways) or small sky buses.

After all systems were evaluated, three were awarded contracts to conduct preliminary engineering design studies in the University/Morgantown area. The three included the Monocab--a small cab monorail; the Dashaveyer--a small train on a special guideway; and the StaRRcar--a capsule transit system on a guideway. Although all three systems were capable of meeting service demands within constraints imposed upon them, the capsule transit was rated as the system that could respond best to the problems in terms of levels of service provided, system flexibility and future potential. It was thus recommended that the stage of final design, installation, and demonstration be initiated and the capsule transit be placed into operation.

20. Getting Around in Berkeley: Proposals for Local Transportation. Local Transit Study Committee. Berkeley, California: Berkeley City Planning Department, February 1971. 13 pages. [C/C Library]

Presents the findings of the Local Transit Study Committee, a group organized "to develop a multi-mode transportation system for Berkeley with particular emphasis on feeder systems to the Bay Area Rapid Transit system." The committee was made up of members of the City Planning Commission and citizens who worked with resource persons from the University of California, the transit districts, and other transportation agencies.

Includes committee goals which encourage local citizen participation in the plan development and recognize the use of transportation planning as a tool to effectuate land use policies. Committee assumes that automobile usage will continue at least at its present level in Berkeley and that the working population in Berkeley will increase at a faster rate than the resident population.

Committee makes the following recommendations: the public transportation system should be expanded, complementary local transit services to the rapid transit stations are needed, and the use of bicycles for transportation should be encouraged. No data is presented in the report and financing schemes are only generally developed.

21. Haight-Ashbury Transportation: A Background Study. San Francisco, California: Department of City Planning, October 1971. 35 pages. [C/C Library]

Initiated as part of a project to prepare a development plan and obtain citizen participation in planning for the Haight-Ashbury neighborhood (part of the environs of the University of California, San Francisco campus), this report studies transportation problems of the area. (Other studies for this project will include housing, commerce, community facilities, the role of the major institutions in the neighborhood, and urban design.)

Report findings are presented in four major sections: traffic circulation, parking, public transit, and street livability. The report includes maps showing traffic counts, a thoroughfares plan, problem streets and intersections, surveys of off-street parking (both afternoon and late evening), public transit within the neighborhood, and existing transit routes.

Recommendations include: channeling traffic on to a few major streets to reduce the amount of traffic filtering through the community; making changes in the public transit system serving the community; and providing street improvements such as trees and street furniture.

22. "Moving People on Campus Today--and Tomorrow." College Management. Vol. 6, No. 8 (August 1971). Pages 9-14. [C/C Library]

Describes some of the transit systems that have developed on campuses throughout the country and reports the results of a survey conducted by the magazine on transit systems at 900 colleges and universities. Of the 548 institutions responding to the survey, 219 reported they have their own college operated bus service, depend on municipal transit systems, or owned buses used for athletic team trips or academic field trips.

At two-year colleges, average cost of transit systems was $31,000; maximum number of riders served was 6,100 daily.

At four-year private institutions, student transit systems were used to provide airport service, transportation from one campus to another nearby campus, and shuttles to commercial centers removed from the campus.

Four-year public institutions with enrollments above 10,000 students were found to operate most of the large mass transit systems. Half operated only on campus, half operated both on and off campus. Average costs ran about $121,000 per year. Most systems were designed to promote better security, to reduce traffic and parking congestion, or to connect different campuses of the same institution. Some systems were financed by charging for each ride while others were financed through student fees.

Highlighted in the article was the transit approach of West Virginia University at Morgantown, which is spending $30 million for rights-of-way and construction of a rapid transit system connecting the university's downtown campus and the central business district with the Evansdale campus and the Medical Center campus. (See Item 19.)

23. People On Campus Survey. Report No. 12 in The Use of Space and Facilities in Universities Series. Prepared by the Environmental Research Group, Unit for Architectural Studies, Bartlett School of Architecture, University College. London, England: University College, May 1970. 29 pages (mimeographed). [C/C Library]

Presents results of a November 1968 head count survey of persons entering and leaving the campus of the University College of London. Study was designed to enumerate the total population likely to be on the campus at any one time during the working day in order that some evaluation could be made of the use of shared amenities and facilities. The theorectical maximum population, including all students, academic and non-academic staff, was 7,500.

By contrast, the report indicated that more than 12,000 persons were recorded entering the college during the course of the day. Actual population on the campus was 1,000 at 9 a.m., over 4,000 at 11:30 a.m., 3,800 at 3 p.m., and 2,500 at 5:30 p.m. It was concluded that at the busiest time of day, only 54% of the faculty, staff and students might be on campus, with lower and upper limits ranging between 42% and 60%.

People On Campus Survey (cont'd.)

Survey suggested very few people were on campus unless they had a specific commitment. Two obvious reasons for this were cited. First, good public transportation enabled people to travel to and from the campus at any time. Second, college location in central London meant the proximity of cafes, pubs, shops, national facilities (such as the British Museum) and various other institutes. The proximity of these facilities encouraged people to use them during their free time.

24. University Area Transportation Study. Tudor Engineering Company, Consulting Engineers. Study jointly sponsored by the City of Seattle, the University of Washington, and the Washington State Department of Highways. Seattle, Washington: The Authors, July 1971. 153 pages. [C/C Library]

Sponsored jointly by the City of Seattle (Engineering, Community Development, and Transit Departments), The University of Washington's Department of Facilities Planning, and the Washington State Highway Department, this study attempts to determine future transportation needs of the University of Washington and the adjacent university business district. In 1970, the campus had a student enrollment of 32,100 and a faculty and staff population of 12,400.

Findings indicated: (1) of the 270,000 average daily person trips in, out, and through the neighborhood (but excluding intra-neighborhood travel), over 85% are made by automobile, less than 10% by public transit, and 5% by foot or bicycle; (2) about one-half of the daily traffic into and out of the university neighborhood is generated by university oriented persons; (3) as upper division and graduate enrollments increased in relation to total student enrollment travel has become increasingly auto oriented; (4) increases of 33% in total daily travel into and out of the university neighborhood is expected to occur by 1990; and (5) there exists strong citizen support for improving bicycle and pedestrian facilities.

Report includes a detailed travel analysis and suggested travel improvements at the University, and gives examples of experiences of university sponsored transit at other campuses. Appendices provide a description of committees, public agencies' statements, and community responses to this study; criteria for determining traffic congestion; and a bibliography.

D. Commercial Services

25. Shopper Survey. Davis Area Chamber of Commerce. Davis, California: The Authors, July 1969. 33 pages. [C/C Library]

Presents findings of a December 1968 shopping survey mailed to City of Davis residents. The City of Davis, with a 1968 population of 21,800, is adjacent to the University of California, Davis which had a 1968 student enrollment of 10,600. Of 3,940 questionnaires mailed out, 1,970 residents responded.

Survey indicated that 45% of the respondents had lived in the City of Davis less than 5 years, while 20% had resided there 6 to 10 years. Three-quarters of the respondents were full-time wage earners, while only 8% were University students. Of the wage earners, 48% worked at the University, 22% had jobs in the City of Davis, and 11% worked in Sacramento (approximately 10 miles away).

Of the major commercial services offered the following are percentages which respondents purchased predominately in the City of Davis: prescription drugs (83%), food (66%), liquor (46%), building materials (76%), automobiles (47%), gasoline (75%). By contrast, the following were purchased primarily out-of-town: apparel (57%), restaurant meals (47%), home furnishings (80%), appliances (62%).

Two-thirds of the respondents indicated they liked the convenience and closeness of shopping in Davis, while 50% disliked the high noncompetitive prices, the poor selection, and the lack of stock.

Report includes survey questionnaire, individual comments, but no conclusions.

26. "University and Community (Part I)." Kermit C. Parsons and Georgia K. Davis. SCUP Journal. Volume I, No. 2 (December 1970). New York, N.Y.: Society for College and University Planning, 1970. 4 pages. [C/C Library]

Reviews major issues of commercial services in university districts created by the process of growth and change in the institutions and their related populations.

Identifies three interrelated areas in which questions concerning the provision of commercial services require analysis and decision: first, what are the special characteristics of the university-related population, what kinds of services and goods do they require, and where should the shops be located in relation to the university campus population? Second, who should supply retail goods and services in the university district and to what extent should the university be involved directly? Third, what are the significant secondary effects on scholarly and learning processes that flow from the location and style as well as the kind and number of commercial services and facilities?

"University and Community (Part I) " (cont'd.)

Examination of these questions relied heavily on the experience of the Hyde Park/Kenwood district adjacent to the University of Chicago and the West Philadelphia district adjacent to the University of Pennsylvania.

Suggests that establishments which cater to the special needs of the academic community and its visitors result in a concentration of personal services and convenience outlets such as barber shops and laundries, food and drug stores, more so than in commercial districts serving family residential areas.

Indicates that with rare exception the size and location of commercial facilities serving university districts has been decided in a random market fashion. Advance planning for the development of commercial districts adjacent to campus, such as that carried out at Princeton, has been a rare phenomenon.

Claims that in the case of university-owned commercial facilities, success is assured because of location monopolies, but the quality of service has the tendency to deteriorate. A serious issue is also found in the role of the university in cases where institutional expansion displaces businesses that serve it--in most instances it is not likely that the city or authority-managed urban renewal agency will provide the kind of detailed planning or relocation services that are necessary to preserve and continue essential services during the large scale reconstruction of a university district.

Describes the unusual concern on the part of the University of Chicago and the University of Pennsylvania and their related organizations to analyze the detailed needs of specific merchants and specific kinds of commercial activities peculiar to the university district. Reports that a number of these enterprises, not sufficiently stable to survive the major upheaval of relocation, may survive only with institutional help.

Argues that commercial establishments in neighborhoods adjacent to universities can provide important opportunities for social interaction of all types but that often there is little provision for them. It is thus concluded that if opportunities for social interaction are to be maintained in the areas devoted to commercial enterprises, the role of the university in design control and possibly the ownership and leasing of space to commercial enterprises may be very much in the long term interests of the scholarly community.

27. "University and Community (Part 2)." Kermit C. Parsons and Georgia K. Davis. SCUP Journal. Volume II, No. 1 (April 1971). New York, N.Y.: Society for College and University Planning, 1971. 4 pages. [C/C Library]

Describes some of the unique opportunities presented in the provision of new or relocated commercial services in major urban university districts as part of district renewal and campus expansion, particularly at the Universities of Pennsylvania and Chicago.

"University and Community (Part 2) " (cont'd.)

Explains that as a result of campus expansion at the University of Pennsylvania, over 265,000 square feet of floor space was displaced in West Philadelphia. Studies undertaken in 1963 and 1966 on commercial facilities needs, as the basis of specific renewal project plan proposals, suggested construction of three new projects to provide 150,000 square feet of replacement commercial floor space. As part of the development, it was recommended that merchants displaced by renewal be given first priority for space, that proposals for new commercial development be evaluated to insure high design standards, and that the mix of goods and services provided meet the needs of the university community.

To implement these changes, the West Philadelphia Corporation, the district's non-profit institutional development corporation, actively organized merchants and negotiated with developers and city agencies. Specific interim and long term business relocation plans were a component of the district renewal efforts in that 15 temporary stores were built to provide "turn-around" space for the two-phase interim relocation of 25 businesses.

The article documents how "an imaginative planning concept, politically alert administrators, and a cohesive, activist community," responding to the unique needs of the university/community district, furthered the development of three new distinctly different types of shopping centers in the University of Chicago Hyde Park/Kenwood area. First, a district shopping center of more than 200,000 square feet of conventional shops and services was developed as part of a townhouse and apartment complex. Second, a center on a neighborhood scale was developed, where shops are owned and occupied by a merchants' cooperative. Last, and by far the most interesting, was the Harper Court Center which included as its initial tenants a potter, a candlemaker, and a repairer of stringed instruments.

Concludes that in both cases the Universities took a responsible role in market analysis, planning, and renewal implementation that assured the continuance of important services and high relocation standards for merchants. The Universities involved acted responsibly to minimize cost to relocatees and to those they serve. Finds that although the consequences of the planned development on the educational process has not been determined, it is believed that time will be saved, campus life will be made interesting, and material needs will be more easily satisfied by the new retailing arrangements.

E. Community Disturbances

28. The Battle from Morningside Heights: Why Students Rebel. Roger Kahn. New York: William Morrow and Co., Inc., 1970. 254 pages. [C/C Library]

Presents a personalized chronicle of the events and explores the personalities involved in the student rebellion at Columbia University in Spring 1968. Offers the hypothesis that such campus conflicts are a springboard for a deeper revolution among radicals attempting to change the basic structure of society.

The author envisions the rebellion as an attack against two major flaws in American society: racism, and the military-industrial-intellectual complex. While the racist implications of the Morningside gym incident were clear, the author proposes that the more subtle issue of academicians steeped in the illusion of detachment from history and current affairs, while directly subsidized by the American war machine, was explored more deeply in the incidents at Columbia than anywhere else.

29. The Columbia Crisis: Campus, Vietnam, and the Ghetto. A survey of student and faculty attitudes and behavior at Columbia University. Alan H. Barton. New York, N.Y.: Columbia University, Bureau of Applied Social Research, July 1, 1968. 38 pages, mimeographed. [C/C Library]

Presents the results of a questionnaire administered to faculty members and students as to their opinions on the events that took place at Columbia during April, 1968. Survey findings reveal that only a minority of students and faculty supported the tactics of the sit-in demonstrators, while the majority favored some of the major stated goals and advocated an extension of faculty, student, and neighborhood resident participation in University policy-making.

Of the six demands of the demonstrators, survey opinions showed strongest support to the need for open hearings on student discipline, stopping construction of the Columbia gymnasium, and dropping legal charges against demonstrators at the gym site; moderate support was given to the proposition of eliminating Columbia's ties with the Institute for Defense Analysis; and minor support was given to the right to conduct indoor demonstrations and the demand for amnesty.

30. Constructive Changes to Ease Campus Tensions: State and Land Grant Universities Take Positive Steps to Involve Students and Curtail Campus Disruptions. Washington, D.C.: National Association of State Universities and Land Grant Colleges, Office of Institutional Research, January 1970. 55 pages. [Administrative Records Library]

Argues that many colleges and universities have taken positive steps to deal with student disruptions and university governance. Contains information on the activities at state and land grant universities related to student participation in university policy making and policies and procedures on conduct and disruption. Grouped by state, student participation is indicated in the following subject areas: governance, committees, self-study and evaluation, board of trustees, ombudsmen, policies on obstruction and disruption, student codes, university preparedness for disruption, policies and practices regarding police, and policies on firearms.

31. "The Lessons of Isla Vista." An Address by Louis B. Lundborg, Chairman of the Bank of America National Trust and Savings Association, before the Rotary Club of Seattle. Seattle, Washington: June 17, 1970. 16 pages. [C/C Library]

Asks what are the lessons of Isla Vista (the community adjacent to the University of California, Santa Barbara), viewed in retrospect three months after the burning down of the Bank of America branch there.

Suggests that the lessons are subtle and complex: (1) while destruction may have been committed by a violent few, and may have been led by even fewer, the underlying feelings that gave rise to the violence were much more pervasive; (2) although unrest over Vietnam was the most obvious cause of the activism, there were many other issues that will not go away even after Vietnam; (3) that we still have to cool it--and that won't be easy because sides have already been chosen, yet the root causes are so complex that they can't be settled in angry overresponse; (4) that violence must be rejected, but that dissent and protest must not be; (5) that there is a new value system emerging in America, starting with the youth but becoming one of the new facts of life for the rest of us to deal with--the rising sentiment against growth because in the process of "conquering" nature, we are in fact destroying it; and (6) that our dealing with these lessons will jar us out of most of the comfortable assumptions that we have grown up with all of our lives.

In responding as to what to do about the lessons, Lundborg suggests, first, communicate, and second, open our minds and keep them open. He sees two choices: "divide into camps and shoot it out; or...try to find common grounds so that we can grow together again." He concludes that the latter course "...can bring peace and with it, a hope for rekindling of the American Dream."

32. "Six Weeks that Shook Morningside Heights." Columbia College Today. Volume XV, No. 3 (Spring 1968). New York: Columbia University, Columbia College. 96 pages. [C/C Library]

Attempts with photographs and words to document the intellectual roots and to describe the student, faculty and administration personalities involved in the uprisings at Columbia University in Spring 1968.

Claims that the Students for a Democratic Society (SDS), leaders of the uprising, were attempting to stimulate societal changes by radicalizing and uniting students against traditional institutions. The issue of the Columbia gymnasium, student amnesty, and the affiliation of Columbia with the Institute of Defense Analysis, are portrayed as relatively insignificant in comparison to the proper role of students and faculty in governing Columbia, the role of Columbia in its community, the question of academic freedom, and the more general problem of the need for penetrating social reform.

33. Summary Report of the Isla Vista Investigation by the Office of the Attorney General: A Summary of the Investigation Into Allegations of Police Misconduct During the Civil Disturbance in Isla Vista in June 1970. Evelle J. Younger, Attorney General of the State of California. Los Angeles, California: State of California, Department of Justice, 600 State Building, May 21, 1971. 47 pages. [C/C Library]

Contains the findings of a ten-month investigation on the disturbances at Isla Vista during April 1968. The investigation was undertaken primarily to determine whether or not any peace officer did use excessive or unreasonable force during the disturbances.

Findings indicated that there was not sufficient evidence to warrant prosecution action against any officer. It was noted that the investigation was delayed and handicapped by the normal difficulty in finding "good" witnesses in a riot type situation; unavailability of witnesses; and less than complete cooperation from the Los Angeles U.S. Attorney's Office and the Santa Barbara Sheriff's Office.

Recommendations included in the report focus on ways to improve police procedures, such as ensuring a clearly defined chain of command; the need for officers to be readily identifiable; and the need for booking and release procedures to be improved to permit more rapid release of those arrested.

No recommendations as to ways to improve police-community relations or police-university relations are included in the report.

34. The Troubled Campus: Current Issues in Higher Education, 1970. Edited by G. Kerry Smith. San Francisco: Jossey-Bass, Inc., 1970. 268 pages. [C/C Library]

Recognizing that recent conflict on college and university campuses are only symptomatic of deeper social unrest, this collection of articles explores whether colleges ought to serve as active agents of social change and attempts to examine directions in which this change might take place. This book is composed of papers selected from those presented at the March 1970 Twenty-Fifth National Conference of the American Association for Higher Education.

Issues explored include specific societal troubles, such as ecology, race, the feminist movement, and the development of a "new culture"; particular pressures on higher education such as political forces and student alienation; and the question of campus governance and suggested reforms in curriculum and graduate training.

35. "The Youth Ghetto." John Lofland. Journal of Higher Education, Volume XXXIV, Number 3 (March 1968). Pages 121-143. [C/C Library]

This perspective on "the cities of youth" around large universities suggests that Americans are embarking on a period in their history where age has become "a nationalized pivotal dimension around which categories of persons are differentiated and naturally come into conflict."

Similar to the characteristics of distinct minority groups, the author identifies the unique features of "youth ghettoes" which set them apart from other segments of society as: territorial concentrations (in particular, those around large multi-universities); inadequate housing supply--resulting in high concentrations of youth living in crowded "rent-gouging" housing; low incomes; and a lack of identification with local social institutions. The result is that the "youth ghetto" dweller has extraordinary exposure to others of "his own kind" and correspondingly limited exposure to persons of "other kinds." He also has limited objective possibilities for establishing a stable life style, primarily because of low income.

In response to these conditions, Lofland sees the ghetto-ite as either accepting the setting he is part of and idealizing it (and consequently viewing the outside world with hostility), or adopting a political response and organizing to obtain more of what he wants for himself. Regardless of response, the author sees this separation of youth from other age groups as creating physical and social distance which engenders ignorance or lack of information as to the intention, plans, motives or goodwill of others. Furthermore, the author argues this separation leads to distrust and fear, and eventually is influential in stimulating social conflict, such as that which has occurred at Berkeley and other campuses since 1964.

Because we understand something about the nature of how such conflict emerges, Lofland concludes, "why are we not capable of dealing with it"?

F. Community Involvement

36. "The Alan Gregg Lecture - The University and the Community." Kingman Brewster, Jr. An Address Delivered to the Association of American Medical Colleges, Cincinnati, Ohio, November 1, 1969. New Haven, Connecticut: Yale University, Office of the President, 1969. 7 pages, Mimeographed. [C/C Library]

Argues that the university's involvement in the community has natural limitations and responsibilities. Brewster, President of Yale University, cites the need for a "way of thinking about the role of the university in the community which gives (universities) some self-confidence to decide what to do and what not to do." As such, he stresses that institutions should go through the unusual exercise of asking what the scope and limits of their activities should be even if there were no financial limitations on the institution. He suggests two ground rules for deciding: "First, we should not take on activities we are not particularly good at. Second, we should not take on activities, even if we are as well equipped as the next person to do them, if by so doing we would undercut or dilute or distract or distort what we are best at."

He contends that universities do not have the competence to take on the responsibility for community enterprises on a large scale. If this were done, universities would perform their principal task less well and might even put impossible strains on the unique structure of university trusteeships, and, in the case of private universities at least, there might be a basic misfit between community needs and the sources of the university's support. Further, this would "encourage politicians to pass the buck to universities and shirk the responsibility to see to it that public community institutions are created which are equal to people's needs."

Nevertheless, Brewster continues, universities do have responsibilities which extend beyond the traditional institutional role of research and teaching. As scientists, social scientists and educators, those in universities have a "responsibility of inventing and innovating in the design of new institutions, better fitted to meet community needs than we ourselves are." In this connection, Brewster says universities must help to develop neighborhood, community, and metropolitan institutions which are more humanly responsive than traditional bureaucracies (the neighborhood corporation, the community health center, the storefront legal assistance unit are suggestive of these new types of organizations).

Furthermore, university students, faculty and administrators have responsibility for the advocacy of those public programs which "we as professionals know must be undertaken." "Professionals, no matter how academic, must live up to the expectations of their lay constituencies and take a lead in championing the society's needs."

In particular, Brewster believes university presidents and administrators should become involved in the political area which "formulates the social priorities and designs policies to achieve them" and support the creation and funding of needed non-academic institutions while students should "persist in their agitation for more adequate public response to community needs."

37. The College of the City. Paul P. Harbrecht. An Occasional Paper on the Urban Community College. Washington, D.C.: National Institute of Public Affairs, March 1969. 13 pages. [C/C Library]

Describes the community college as being as varied as the communities they serve. Sees them as having four constituencies with decreasing levels of importance: the students, the business community, the government and the community.

Argues that there should be a national policy with regard to all higher education: priorities should be set with regard to resources; the Office of Education should have a policy of favoring urban colleges and existing programs; and community colleges should be capable of meeting the needs of adults as well as youth.

38. "Community Relations." Joy Winkie Viola. Section Five, Chapter Two of the Handbook of College and University Administration: General. Asa S. Knowles, Editor-in-Chief. New York, N.Y.: McGraw-Hill Book Company, 1970. pp. 5-28 to 5-42. [C/C Library]

Deals with defining the problem of community relations, cooperating with local authorities, handling the factor of settling squabbles among university community neighbors, and meeting community needs. Defines community relations as the bringing together of diverse factions within a community for the resolution of mutual problems to the satisfaction of all. Stresses that the complexities of the job are such that definite personnel assignments must be made for the handling of community relations work. This appointment may be in terms of an individual or a committee, but the authority of either must be clearly understood, and it is best that the appointed individual or committee operate directly out of the university president's office, so that there can be no questioning of the backing of the university administration in key matters.

Urges that the office of community relations serve as a knowledge center for the university's total involvement in community affairs. Both local residents and university personnel should be instructed to operate through the community relations office on all matters of mutual concern, giving the members of the community someone with whom they can identify--an individual as opposed to an institution, when they take issue.

Suggests that if the university decides to get involved in its community, and does feel a sense of social responsibility, two important guidelines should be recognized. First, a willingness to communicate with the community at the "grass roots" level is necessary--the community's lack of familiarity with university officials is apt to make them suspicious of the university's motives in offering its help. Moreover, objections to university actions are sometimes removed when cooperation and communication replace unilateral dictation by the institution. Secondly, social planning must be coupled with technological expertise, and vice versa.

"Community Relations " (cont'd.)

Concludes that there is no miracle formula which can be written for the successful conduct of community relations. Each university-community relationship has its own unique set of characteristics. Stresses that irrevocable trends in contemporary affairs dictate that universities and their communities must begin to plan their collective futures together.

39. Guidelines for Institutional Self-Study of Involvement in Urban Affairs. Washington, D.C.: The American Council on Education, Office of Urban Affairs, May 1971. 21 pages. [C/C Library]

Claiming that every institution of higher education in the nation ought to "give serious and formal consideration to its role in meeting urban needs," this pamphlet attempts to provide a conceptual frame of reference for institutional self-study and involvement in urban affairs. No recommendations are made about the scope of institutional programs. Instead, the pamphlet states the scope and procedure for a study by a particular college or university "will depend on its size, complexity of organization, power structure, available financial resources, present extent of urban involvement, and, not least, its style--what is considered in the college community as an appropriate way of effecting changes in the institutional programs."

Authors warn it is essential that appropriate strong top-level leadership be exercised for an effective urban program to be developed. Suggests that the first steps in initiating the program require: (1) an inventory of current programs; (2) a "call to action" by the executive officer; and (3) organization of the study including decisions about its scope, target date for completion, and personnel.

It is suggested the self-study include consideration of the following: administration and organization; institutional curricula changes; inventory of the interests and competences of faculty; extent of participation of the institution in community service, accommodation of the disadvantaged, the blacks and the urban poor; institutional research programs; cooperative relationships with institutions, agencies and organizations; policies and priorities of the institutions as corporate entities; facilities to accommodate the program; and financing. The final step in this self-study process requires an evaluation of the outcome of the program, including a rationale for urban involvement, a description of the institution's current program, and a proposed future program including costs and timetables.

A short bibliography is included.

40. "Inter-Institutional Cooperation." Majid G. Al-Khazraji. Beyond the Campus: Views on Higher Education and Community Service. Boston, Massachusetts: Commonwealth of Massachusetts, Board of Higher Education, 1971. pp. 55-64. [C/C Library]

Observes that across the country higher education is finding itself pressed to make necessary accommodations to contemporary needs by identifying itself with urban problems. While the trend of events appears to be pushing toward cooperative community involvement, other factors appear to be pulling back from it.

Describes some of the basic factors inhibiting inter-university cooperation in community service programs: (1) despite the current flurry of academic interest in social affairs, the average faculty member simply is not equipped for cooperative community involvement because his training and value orientation has stressed pure, rather than applied knowledge, and individual rather than cooperative achievement; (2) community involvement is given little weight in evaluating the credentials or experience of a faculty member; (3) the maintenance of autonomy is one of the strongest forces operating within bureaucracies, while cooperation is viewed latently as a potentially powerful threat to autonomy; and (4) some factors inhibiting cooperative involvement also occur at the community level--community agencies which may desire to turn just next door for brain power have grown accustomed to seeking help elsewhere.

Suggests that cooperation appears to be succeeding better at the informal level, where potential threats to bureaucratic autonomy are minimized.

Claims if community involvement were considered of equal weight with teaching and research in determining promotions and salary increases, many more faculty members would become involved. Similarly, if institutions could be convinced that cooperative involvement is integral with, rather than marginal to, their teaching and research goals, they would develop more interest. Further, if the community could be convinced that it is in their interest to have local institutions of higher education vitally involved in community planning, services, and research, then further incentives could be provided.

Provides a framework outlining the negative and positive features for inter-university cooperation. Argues any workable mechanism for community involvement must not threaten the financial or professional security of participating individual faculty, institutional autonomy or goals, or domains or interests of existing community agencies. A viable framework should: (1) provide integration of community service within existing institutional goals of teaching and research by offering learning experiences for students and research opportunities for faculty; (2) respect bureaucratic autonomy by allowing for institutional division of labor; (3) be preceded by coherent planning efforts to guarantee that the endeavors will not be fragmentary and haphazard; and (4) have secure financial commitments which cannot be withdrawn once a program has proven successful.

"Inter-Institutional Cooperation " (cont'd.)

Concludes that to be successful a coordinating agency must provide channels for communication and provide incentives for cooperation.

41. "Inter-Institutional Cooperation." Commentary by Kenneth Haygood. Beyond the Campus: Views on Higher Education and Community Service. Boston, Massachusetts: Commonwealth of Massachusetts, Board of Higher Education, 1971. pp. 66-68. [C/C Library]

Haygood, responding to Al-Khazraji's article (see Item 40), comments that under normal circumstances cooperation among universities is not a natural development.

Argues that universities are self-centered, and concerned with expanding and perpetuating themselves. Their prestige which tends to be based on a reputation for excellence in special areas, is related to their influence in obtaining support which often depends on maintaining identifiable programs, facilities and faculties. By contrast, inter-university activity tends to blur these important characteristics, with the resulting risk of loss in prestige, funding and personnel.

Feels that the type of cooperative behavior established between institutions should be appropriate to the task--generally, the less binding the better. While formal arrangements are good in some situations, they are sometimes substitutes for a genuine commitment.

Establishes a scale to distinguish among varying intensities of cooperation: (1) exchange of information--results in intensity which is low and there may be no conscious commitment by anybody to the principle of cooperative effort; (2) coordination, such as scheduling activities to avoid conflict, checking offerings to avoid duplication, and making the best use of resources--implies some commitment to agreed upon goals; (3) joint sponsorship of events or shared use of faculty and facilities--requires formal and legal commitments by the participating institutions, the investment of resources is usually substantial and arrangements are relatively permanent; (4) consortium for the purpose of planning and implementing programs--requires formalized arrangements, commitment of time and resources to the organization, and some mutual accommodation between the institutions if conflicts arise; and (5) unification--represents the ultimate development in the continuum.

Outlines the various factors which he feels contribute to the success of a cooperative arrangement: (1) timing--political, economic or social forces may be such that either premature or delayed action can be counter-productive; (2) effective leadership--the tenuousness of cooperative relationships causes many of the less committed to falter if the leader's enthusiasm wanes; (3) pursuit of objectives that are relevant to real needs, practical to work on and rewarding to the institution and the individuals involved--if these do not exist the arrangement may come to be perceived as a low priority concern.

"Inter-Institutional Cooperation " (cont'd.)

Believes, that contrary to the counsel that states "...inter-university cooperation should not be attempted until the university's goals are clearly defined," that when universities are willing to explore new approaches it is very important to take risks rather than to wait for the ideological dust to settle. Claims that sometimes participation by a university in a cooperative project will help the institution to clarify its goals and establish its objectives--"while it is important in theory, it must be greatly tempered in application."

Concludes by stating that cooperative efforts must obtain institutional commitments within a reasonable period of time or the project will collapse. "The most expeditious way to do this is to make certain that project objectives are consistent with institutional objectives." One means is to initiate projects which feed back to the institution new data and insights, which help the institution to reformulate its objectives in a manner consistent with the goals of inter-university cooperation.

42. "Leads Columbia Could Have Followed." George Nash and Patricia Nash. New York, June 3, 1968. Reprint No. A-549. New York, N.Y.: Columbia University, Bureau of Applied Social Research. pp. 38-41. [C/C Library]

Praises the activities of the University of Chicago and the University of Philadelphia as examples of what urban universities, such as Columbia, could accomplish if they set out to improve their communities.

Among the efforts the authors consider significant in Philadelphia are: improvement of library facilities in the area; stimulation of local involvement in the school system; and helping students of potential to get into college.

In conclusion, the authors argue that one of the main sources of conflict between institutions such as the University of Chicago, the University of Pennsylvania, and Columbia, and their communities, is that the institutions are elitist, and few of those living in their adjacent urban areas could hope to compete academically in these institutions.

43. "Model Cities: Colleges Can Reach Out to Troubled Cities With Action, Assistance, Analysis." George E. Arnstein. College and University Business. Volume 47, Number 3 (September 1969). pp. 51-62. [C/C Library]

Describes the model cities' program indicating ways in which universities can be useful in helping to implement this program and some problems they may encounter in the attempt to do so.

Argues that colleges can be useful in model cities' programs in the following ways: evaluation--measuring program progress and social change; citizen participation--helping to assure that persons in the target area are brought into the program; training--preparing persons to run the program; and by providing technical and administrative assistance.

"Model Cities" (cont'd.)

Notes that although there can be no standard approach for bringing a college together with a model cities' program, it is probably best if the model cities' office establishes contact with the university, the university helps determine what the office wants and needs, and a team is set up to survey campus resources to meet these needs.

44. The Role of the Title I Program in the University Involvement in the Urban Crises. George Nash. Text of a paper delivered to the State Title I Directors' Meeting, Hot Springs Arkansas, October 19, 1969. 19 pages. [C/C Library]

Reports on research sponsored by the Twentieth Century Fund based upon 384 questionnaires returned from universities and four-year colleges in or near cities with populations of 100,000 or more. The thesis of the paper is that universities and colleges must develop an institutional capacity to deal with the urban crisis and the principal role of "Title I" should be to develop this institutional capacity.

The four fundamental areas which colleges can and should be involved with urban, community, and minority group problems include: as an educator, as a neighbor and citizen, in the provision of services, and as a model or example for the rest of society.

Contains an outline of 20 items that colleges or universities could be doing to become involved in the urban crises, ranging from "having or planning to have a special educational program for students who are normally inadmissible" to "having an administrator in urban, community, or minority group affairs who spends at least half of his time in these activities." In order to determine how frequently those institutions that did any one of the 20 items also did another, a correlation matrix was prepared.

The one item which was most associated with the others was the presence or absence of an "urban administrator." Specifically, this meant that institutions that had appointed administrators to deal with the urban crisis were likely to score positively on 14 out of the remaining 19 items on the list. The other items described the highest level of an institution's involvement in the urban crises included: the presence of an urban center; the goal of increasing the number of Black faculty members and administrators; and the compiling of an inventory of what the institution was already doing.

Size was also founded to be a major determinant of urban involvement. The average large institution scored on 14 out of a possible 20 items, while the average small institution scored on only 9. Similarly, public institutions were more likely to score high on urban involvement than were private institutions.

The Role of the Title I Program in University Involvement (cont'd.)

In response to particular questions, 51% of all institutions reported the need to expand the size of their campus, while 73% of campuses in downtown areas or inner cities with populations of 500,000 or more reported need for campus expansion. Twelve percent of the institutions responded that they had already participated in Federal urban renewal programs, while another 15% had plans to or would like to do so. Among inner city institutions, the figure was 60%. The majority of institutions who had participated in Federal urban renewal programs responded that although the programs worked out fairly well, they usually had been slower and more complex than expected.

Concludes that Title I of the Higher Education Act of 1965, although not really a program but actually a funding mechanism, can and should contribute to institution-wide commitment to the urban crises.

45. A Training Plan for Campus/Community Organizing. Pam Senterfitt and Allen Toothaker. Washington, D.C.: United States National Student Association, Tutorial Assistance Center, May 1969. 36 pages. [C/C Library]

Presents a training program for Campus/Community Organizers (CCO) as part of a learning experience for students. Indicates that the CCO "...functions as the core community's liaison man with the university. He attempts to secure increasingly, a productive interaction between the two communities. The CCO is never an administrator but he is a stimulator and an organizer."

Chapters discuss training, student community education programs, group dynamics, community organization, field work, and guidelines for campus organizing.

In the section on field work, it is suggested that the trainee be required to live with families in the selected community and that the trainee complete at least one major organizational effort by the end of his field experience.

Regarding campus organizing, suggests that CCO must learn the following about each campus: who are the socially concerned students, who are the campus decision makers, what are the functional power relationships within the college, what is its primary source of funds, what is the college's relationship to the surrounding community, and what are the resources on campus for campus/community organizing.

46. The University and Its Environment. First in a series of six self-study Metroseminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 34 pages. [C/C Library]

Contains two articles: "Issues in University-City Relations" by Julian Levi and "A City in Transition Looks at the Urban University" by Richard R. Green, plus a discussion of the papers.

Levi claims the primary purpose of the university is to transmit and develop knowledge and train the next generation, not to function as a service organization in the community. It is of utmost importance, Levi argues, that the university and the city recognize the limitations of each: local politicians cannot carry out programs simply for the benefit of the institution, while universities cannot solve municipal budget problems. Concludes that perhaps when students and faculty become interested in urban problems, the rigorous examination of what needs to be done in the city will come from the University.

Green contends that the main barrier fostering community distrust of urban universities and their expansion plans comes from the fact that institution's plans do not reflect the feeling that the institution is part of the community. A consultant making plans for university expansion will never help to develop the identification of university with community. Thus, Green believes it is necessary that the institution "takes into its staff an office or a person who can be the institution's voice, its intelligence and planning arm, and its bridge to city agencies and the community." Green says this office must have the power necessary for this responsibility and that such an office will reduce the anxiety communities associate with university expansion. Charges that it is the responsibility of the university to provide student housing and parking and that universities should plan to integrate tax-paying land uses with university land uses.

Discussion of the papers highlighted the experiences of the Tufts-New England Medical Center in community involvement. Tufts community activities included urban renewal; sponsorship of moderate-income housing; working with the Boston Education System to develop a joint program involving Tufts Department of Education, its medical and dental schools, its pediatric units, and care for handicapped children; and finally, with funding from the Economic Opportunity Office, providing health services for a nearby housing project.

47. The University and the Community in the Domain of Health. University Forum Background Paper, University-Urban Interface Program. Pittsburgh, Pennsylvania: University of Pittsburgh, Office of the Secretary, December 1971. 44 pages. [C/C Library]

The paper sorts out several meanings of the word "university" and "community" and examines these concepts in the domain of medical and health services.

The University and the Community in the Domain of Health (cont'd.)

Makes the distinction between the university as a corporate entity and the university as its members--faculty, staff and students. As a corporation, the university is a legal "person" with rights and responsibilities.

Argues that because the word, "university" means both the corporate entity and the people in the university, it is often difficult to discuss the interface between the university and the community. To facilitate the search for a definition of "interface," suggests that it includes shared expectations and beliefs on the value of joint action by those in the university and those outside of it, the means of achieving this sharing, and the acts themselves.

Stresses that the word "community" also has many meanings: "first, community means place, a geographic area larger than a neighborhood. Second, community means existing voluntary associations like ethnic and racial groups or other associations of people who join in common effort for pleasure, gain, identification. Third, community means those people who live in a given geographic area--whether or not they belong to voluntary associations. Last, community means an ideology, a social philosophy, a goal to achieve. This last meaning implies a communality among people, a binding belief or awareness that gives each person a sense of belonging."

Describes differing views of the community held by some in the university: (1) the community as an underdeveloped, or, a developing area; (2) the community as a laboratory for teaching, research and service; (3) the community as a patient--a view held by many in the fields of public health and community medicine; and (4) the community as an organized community--the small businesses, corporations, and voluntary associations.

Distinguishes among three views of the university held by many in the community: first, the university as an ivory tower--suggesting that the "real world" is in the community and the university is an "unreal world"; second, the university as a frontier post--the university is a place of scholarship in a process of searching for truth and for answers; third, the university as a service station--a place where people think about answers to problems of concern to people in the community and then work with community people to try to solve these problems.

48. "The Urban Crisis." Robert C. Wood and Harriet A. Zukerman. The Corporation and the Campus. Edited by Robert H. Connery. The Academy of Political Science, Columbia University. New York, New York: Praeger Publishers, Inc., 1970. pp. 1-15. [C/C Library]

Describing changes in the relations between town and gown, the article states that the relatively polarized camps of the past are no longer as neatly divided as they once were. Universities are now taking more responsibility for persons displaced by their expansion, and, although the reality of shrinking amounts of free space in cities helps to maintain competition between urban universities and their neighbors, and even to intensify it, it also has led to further collaboration between them.

"The Urban Crises " (cont'd.)

Class antagonisms between universities and their environs, once so visible, are also fading. Recruitment of students from less advantaged social groups, the rising level of educational attainment among the population, and the transformation of university faculties from an aristocratic model to a cosmopolitan one have contributed to this change. One vestige of class antagonisms that probably remains is the conflict between students and local police.

All of these changes, it is argued, have left the relationships between universities and communities in a somewhat better, if not more complicated, state than they were in the past.

Investigating the question of what a university can do in its community that is effective, while not interfering with its primary responsibility to transmit knowledge, the authors note that there is a need to match types of universities with types of tasks.

It is suggested that publicly sponsored institutions have responsibility for the greater share of urban scholarship and research because their resources are greater, their constituency a local one, and they have the capacity to identify with state and local governments on the firing line of urban problems. Private universities are best able to undertake controversial programs that involve direct observation and evaluation because, in certain circumstances, they have greater flexibility and freedom. They also may undertake long lead-time research in urban affairs with a less immediate sense of obligation to report their utility.

Suggests activities which would use the distinctive capacities of universities to benefit communities are: (1) the provision of manpower trained to meet national and local community needs; (2) the development of prototype housing, schools, hospitals, or systems of transportation; and (3) the conduct of both fundamental research and applied research designed to answer questions of special concern to local and federal authorities.

Argues that those who see the university as an instrument for achievement of radical social change will find the institutions eclectic, inadequate, and overly concerned with the survival of the university in its present form. Universities help society best, it is concluded, by redirecting their own energies and programs, not by reshaping themselves to fit some new and foreign image.

G. Community Programs

49. Boston University in the Community: A Report on Some Aspects of the Current Relationship of the University to its Community, and to the Problems of an Urban-Metropolitan Environment. Boston, Massachusetts: Boston University, Metrocenter, May 1967. 94 pages. [C/C Library]

Presents results of a 1966 survey of all full-time and some part-time Boston University faculty on their activity and involvement in the community. The report is organized into eight sections: the involvement of students in the community; sponsored research projects on urban-metropolitan problems; faculty publications in the area of urban-metropolitan problems and related areas; other faculty activity in these areas; short-term education on urban-metropolitan problems; programmed consultation in the local community; and special programs of the University which relate to the community. The following findings were indicated.

Students in the community: in 1965-66 it was estimated there were approximately 1,800 students, out of a total enrollment of 13,500 full-time graduates and undergraduates, who worked in the Greater Boston Area through placements related to curriculum programs or as employees in the Federally financed Work Study Program.

Sponsored research: during 1966, there were 11 projects, representing over $1 million dollars in grant or contract funds, in progress or recently completed which focused either on a general urban metropolitan problem, or on a social problem specific to the Greater Boston Metropolitan Area.

Faculty activity was separated into two categories: (1) "professional" activity--that which the individual is involved by virtue of some professional competence such as acting as a consultant or participating in the drafting of legislation; or (2) "personal" activity--that in which an individual's personal interests are the primary factor in involvement, such as serving as a town selectman, or chairing a fair housing committee. Professional activity was reported by 203 individuals and 167 reported personal activity.

Conferences and other short term educational programs: during the period 1963 to 1966, 35 programs, with approximately 5,000 participants, were reported. For each program, the title, description, source of funds, program date, program contact, and program location is given.

Community program consultation: states "professional consultation is becoming increasingly significant within the academic community as a mode of relating to institutions and organizations outside of the university. It provides informal but reasonably regular contact for faculty members with the world of action which surrounds the campus." Twenty projects are described.

Boston University in the Community (cont'd.)

Community service: describes 23 community service programs, some of which are an integral part of curriculum and/or research programs and some of which were sponsored by a University faculty member, or encouraged through government funds. Finds, in most instances, that the service performed "provides stimulus and incentive to new curriculum or research activities. In this way, direct community service becomes a valuable source of challenge and stimulation to the entire University program."

50. A Directory of Urban Research Study Centers. Materials prepared by the Committee Staff for the Sub-Committee on Urban Affairs of the Joint Economic Committee, Congress of the United States (90th Congress, First Session). Washington, D. C.: U.S. Government Printing Office, 1967. 77 pages. [C/C Library]

Lists 82 university sponsored study centers and 15 non-profit research institutes engaged in a broad spectrum of urban studies including urban politics, social and economic problems, and land use planning, and specialized technical studies such as water resources, waste disposal, and transportation design.

For each listing, gives a brief description of the purpose, activities, and staff at the centers. In compiling this list, the Committee drew upon lists prepared by the Science Information Exchange, Urban Affairs Quarterly, and the Department of Housing and Urban Development.

In addition to the list of centers organized by names of universities, an index of the universities by state is also provided.

51. Examples of Community Involvement: The George Washington University. (Second Edition). Washington, D. C.: George Washington University, Office of Public Relations, March 1971. 20 pages. [C/C Library]

Briefly describes 91 community programs and projects students at George Washington University were involved in during 1971 as part of their educational experience. Includes clinical programs for graduate students and courses for undergraduates in health, education, law, vocational guidance, business administration, politics and urban affairs. No attempt is made to evaluate the effectiveness of the programs.

52. A Guide to Federal Funds for Urban Programs at Colleges and Universities. Produced by the Office of Urban Programs, American Association of State Colleges and Universities, in cooperation with the Office of Urban Affairs and the American Council on Education. Washington, D. C.: American Association of State Colleges and Universities, 1971 edition. 99 pages. [C/C Library]

Contains information on more than 70 Federal funding programs aimed directly at urban problems or offering opportunities for urban oriented projects at colleges and universities. Most are oriented to research, training, and/or problem solving. For each program, the authorizing legislation, the amount and availability of funding, a program description and priorities, publications available, the administering agency, and a contact for further information are provided.

Two indexes, one listing programs by substantive category, and the other by administering agency, are included.

53. Plan for an Office of Urban and Community Services. Pittsburgh, Pennsylvania: University of Pittsburgh, Office of the Vice Chancellor for Program Development and Public Affairs, December 1969. 43 pages. [C/C Library]

Describes the development of the Office of Urban Community Services at the University of Pittsburgh. Background, as reported, notes the Chancellor's 1967 letter "...to the institutions' academic offices requesting an inventory of all educational, research, and advisory service activities relating to the University's contribution to urban development."

Although the inventory indicated diverse and numerous urban activities of various schools and departments, "...it was obvious that these activities had no central coordination; it was obvious, also, that no central agency existed to examine all the activities and to assist the University in forming urban policy." Despite individual faculty members suggesting "...ways in which the University might become more involved with its urban community, the departments and schools moved in their slow, deliberate fashions, with debates, formation of committees, and the scholarly approach to problems, which did not include participation by citizens."

Stresses that just as the University had no central agency to turn to for advice on urban affairs, the residents of the community also had no representatives within the University to turn to for assistance on urban matters. The nature of the relationships between the departments of the University and the community was characterized by the following: (1) there was no direct relationship between citizens and the University; rather, the relationship was between community agencies (which may or may not represent interests of the citizens) and departments and schools in the University; (2) there was no single agency in the University both to coordinate community projects and to serve as the voice of the people, advocating community concerns; and (3) the academic department working on a community project was not always aware of resources available from other departments.

Plan for an Office of Urban and Community Services (cont'd.)

Explains the purpose of the Office of Urban Community Services (OUCS) as serving the University-Urban Interface, determining how the University can best utilize its resources to aid the urban community. Initially, OUCS will focus on the minority urban community within the central core of Pittsburgh. In determining resources and needs, OUCS will be functioning in a dual role: as a base within the University to provide minority citizens with a mediator and advocate for their concerns, and as an agency to assist the University in forming urban policy.

To fulfill both aspects of this role, OUCS will work with the University, citizens, and representatives of business, industry, and government, so that action programs can be initiated. The University will be represented by selected departments serving on a University Urban Council (UUC).

Concludes that after resources and needs have been assessed, a task force will be formed which will include citizens, members of the faculty, representatives of governmental or other agencies and a representative of OUCS. This force will advocate the initiation of University action programs which can realistically meet the needs of the urban community.

54. Planning Survey of Current and Proposed UCSF Programs and Community Health Services. Robert J. LaPointe. San Francisco: University of California, Office of Physical Planning and Construction, May 1970. 54 pages.

Based upon information received from academic schools, departments, and students, survey reveals that as of Spring 1970, the University of California, San Francisco campus, participated in 189 community activities and programs involving its surrounding neighborhoods, the City and County of San Francisco, and the San Francisco Bay Region.

For each activity, the following information was included in the report: name and description of program or community health service, University administrative unit responsible, amount and source of funds, duration of activity, area location, staffing, and any non-University agencies cooperating with the program or service.

55. The Role of the Urban University in Community Programs: A Case Study of Nineteen Selected Colleges and Universities in Greater Boston. John Fowler Weis. Unpublished Master's Thesis, Faculty of the Curriculum in Community Development. Kingston, Rhode Island: University of Rhode Island, May 1968. 97 pages. [C/C Library]

Reviews the questions of why a university should be involved in community programs, goals for a university in these programs, and guidelines for involvement; describes seven major programs in which a university may become involved, ranging from community improvement to community services; and inventories the involvement of 19 institutions in the greater Boston area in community programs.

Observes that through the early 20th century, university detachment from community affairs seemed to stem from the following factors: first, the university had not reached an "economy of scale" wherein it could afford to become involved in community affairs, and second, the problems of urban areas had not yet reached the "crisis" level. Argues that after central city problems multiplied, and although the universities did not always want to become involved, many found that mere survival dictated they take an interest in their community.

Suggests two factors which had a great influence on stimulating university involvement in urban affairs: the availability of Federal and private grants, and "the new wave" academician who was deeply concerned with urban problems.

Believes the university should be involved in its community for the following reasons: first of all, the university has time. The scholar is not subject to the pressures of production which demand immediate results from the municipal employee. Secondly, the university is not bound by archaic political boundaries. Thus, the university is in a unique situation because it transcends local government jurisdictions and can conduct research on a more comprehensive level. And, third, the author feels the university is a relatively stable entity in a changing society.

Criteria for determining university involvement should include: whether the service undertaken provides an educational experience; whether the experience of students and professors can be evaluated; whether the university can relinquish the program to other community agencies once the pilot project has been completed; and whether there can be a periodic review of involvement in terms of the university's role as a catalyst of change.

To determine community involvement, colleges and universities in greater Boston were evaluated for the following: (1) trained personnel--two or more persons with graduate degrees in urban related studies who were concerned with urban problems; (2) the willingness of the university to give assistance toward community improvement programs; (3) allocation of office space, equipment, and funds for research in community improvement programs; (4) community acceptance of the university as a potential aid in development; and (5) community initiation or response to improvement programs in which the university may participate.

The Role of the Urban University in Community Programs (cont'd.)

Based on these criteria, six of the nineteen selected colleges and universities were considered actively involved in improvement programs. In addition, the following was also noted about the six institutions: all were located near the urban core; all offered a wide range of graduate degrees at the masters and doctoral level; all had more than 4,500 enrolled students; and all were concerned in outlook and program with their community.

Of the thirteen institutions not meeting the criteria, many lacked the trained personnel to become involved in these programs; many did not have the physical plant or monetary resources; six were 4-year colleges for women; ten had enrollments of under 1,500 students; and five had specific orientations such as teaching, business, or speech and communications.

56. The University and The City. The Committee on the University and the City. Cambridge, Massachusetts: Harvard University, Office of the President, Harvard Today Publications, 1969. 35 pages. [C/C Library]

Based on the Preliminary Report of the Committee on the University and the City, report investigates the nature of the University, its community responsibilities, and specific activities Harvard University is involved in as it attempts to meet these responsibilities. While recognizing the nature of a university as a center of learning and free inquiry, examines the question of whether learning can and should be made more relevant to practical and contemporary problems.

Suggests that the symbiotic relationship between the university and the community results in part from the deep and legitimate interests of students in community affairs and public service; that quality professional training often relies on attempts to solve community problems; and that the physical size of the university requires that it be cognizant of its environment.

Notes that "the citizen of our urban environment expects the university to act as a responsible and enlightened landlord, employer and neighbor. Little more than a legitimate concern for our own self-interest will lead the university to reflect seriously and act positively on the obligations of its urban citizenship."

Report includes recommendations with respect to the following: (1) how the encouragement of learning can be improved to take account of the changing needs and interest of students and faculty alike with regard to urban affairs; (2) ways in which the university can increase its capacity to act not only in response to, but also in anticipation of, the demands and concerns of the neighborhoods on which Harvard impinges; (3) policies that should guide the central administration and the leadership of the various schools and faculties as they make decisions regarding employment, real estate, admissions, planning, and university facilities; and (4) ways to finance community-service projects and investments in neighborhood endeavors.

The University and The City (cont'd.)

The following specific recommendations were made. To deal with demands and concerns of the neighborhood, the Planning Office should "identify the critical areas, neighborhoods of abutting sections of Boston and Cambridge into which the University will be expanding" and "provide professional and technical assistance to responsible neighborhood associations interested in divising, in cooperation with Harvard, programs to increase housing, stabilize the community, and improve local amenities and services." To the faculties and the governing Boards at Harvard, it was suggested: "create a new Vice President for External Affairs to direct the Real Estate Office, Planning Office, and the Office of Civic and Governmental Affairs, and provide a clearinghouse for information on university-community activities," and "attempt to house more faculty and students on university property and serve as a catalytic agent to increase the housing supply generally, especially for persons of low and moderate income."

In response to the question of what Harvard is doing in its community, the report stresses that "each faculty must arrive at its own sense of responsibility in this area." To stimulate and inform discussions on this matter the Committee prepared an inventory of community projects at Harvard. The 160 projects in the inventory revealed a mixture of service, research and teaching objectives and were estimated to cost in excess of $12 million.

57. University-Urban Interface Program: Phase II Interim Report (April 1970-June 1971). Submitted to the Bureau of Research, U. S. Office of Education. Pittsburgh, Pennsylvania: University of Pittsburgh, Office of the Secretary, September 1971. 152 pages. [C/C Library]

Describes the University-Urban Interface Program (UUIP) at the University of Pittsburgh, funded by the U. S. Office of Education, Division of Higher Education Research. The objective of the program is to document an urban university's actual and possible roles in the community, including successes and failures, for the guidance of other institutions or organizations that may wish to undertake such efforts.

Under the direction of the Office of the Vice Chancellor for Program Development and Public Affairs the study called for an action-research effort with concurrent evaluation on five basic projects: (1) minority and community services, (2) campus development impact, (3) communication, (4) development of emerging community goals, and (5) governance of the university organization for urban interaction.

Observations of the implementation of campus development suggested that there was no adequately articulated or widely understood policy which took into account the interests of the community as well as the university. This loss of initiative caused the university to be put on the defensive and forced it to react and adjust to community criticisms and actions.

University-Urban Interface Program (cont'd.)

Regarding the question of long range planning, the authors suggest that ineffective university community relations are related to ineffective communication and allocation of responsibilities within the institution. They suggest that the conduct of campus expansion activities be conducted as a team effort with close coordination among the many university parts concerned with community relations.

Describing "charrette" planning as a planning technique, the report states it may be successful in resolving disputes between neighborhood schools and the residents of the neighborhood, however, an urban university is not an institution comparable to a neighborhood school. For example, elementary or secondary schools are designed to serve a local, well-defined constituency, whereas a state-related urban university must be responsive to a less well-defined constituency that is more heterogeneous and geographically scattered. An institution of higher education is in a community, but not necessarily of a community.

Concludes that an urban university which wishes to act effectively with its surrounding community--to the benefit of both partners--may have some difficulty doing so. They feel this difficulty is twofold: it is frequently impossible to define emerging long range goals of a community, without some specific mechanism for this purpose; and the community of an urban university is not a single entity but consists of many groups and interests with many complex and sometimes conflicting desires. They feel of the purposes of UUIP, one would be to establish a set of activities which would elicit and monitor the goals of this multi-faceted "community" and to serve as a communicator of these findings to the university and to other institutions of the community.

58. Urban Related Research and Community Involvement Programs at the University of Pennsylvania. Philadelphia: The University of Pennsylvania, Center for Urban Research and Experiment, February 1, 1971. 42 pages. [C/C Library]

Third in a series of reports by the Center for Urban Research and Experiment (CURE) dealing with urban related activities of University of Pennsylvania faculty, staff and students.

Since its creation in July 1968, CURE has attempted to fulfill three different roles: (1) to disseminate information concerning the nature of urban related research programs on campus, specifics on funding, and to a limited extent, job and educational information in the field of urban affairs; (2) to serve as an umbrella for certain research activities generally interdisciplinary in nature that do not necessarily fall within the scope of other departments at the University; and (3) to initiate and carry out its own research projects, generally limited to small scale efforts rather than major research programs.

In carrying out its first function, CURE has established a cooperative relationship with the University's Office of External Affairs to develop a continuing inventory of research on community projects in Philadelphia.

Urban Related Research and Community Involvement Programs (cont'd.)

Report lists 69 urban-related research and 73 community involvement programs and provides title, principal investigator, dates, sponsor, and a description of each.

59. The Urban University and Community Action. Third in a series of self-study Metroseminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 33 pages. [C/C Library]

Contains two articles: A "Federal Government-University Program in Community Development and Delinquency Control" by Bernard Russell, and "Community Action and the Urban University" by Joseph A. Kershaw.

Russell describes the process of developing a Federal program to combat juvenile delinquency and the role of the university in this process. One novel development in this program was the creation of experimental training centers to fight delinquency with curricula encompassing social work, sociology, psychology, and political science. Argues that university personnel were indispensable in developing the program and that the experience of the university attempting to solve real world problems was beneficial to both the community and the university.

Kershaw argues that as local communities become increasingly involved in solving their own problems, they will be required to use local resources, often those available only through a local university.

Discussion of the papers advocated that universities could be a major service in evaluating community action programs to insure funding of the most valuable ones.

H. Economic Impact

60. "The Economic Impact of a Small College." Based on an Unpublished Master's Thesis for the University of Maine by Richard Vizard. New England Business Review. Boston, Massachusetts: Federal Reserve Bank of Boston, September 1967. Pages 11-14. [C/C Library]

Studies the economic impact made by Husson, a small private college, on the Greater Bangor Area (GBA) in Maine, including effect on local employment and income. Compares these effects of the college to similar effects from a hypothetical manufacturing facility.

The 1966 enrollment at Husson was 1,150 students (three-quarters of them from outside of the local area, and 22% of those from out of state); faculty, administration and staff of the college totaled 83. Based on questionnaires and survey results, total spending in the GBA attributable to the college, staff and students, amounted to $2.26 million. (Estimated average supplementary expenditures for a student living in a dormitory amounted to $641 per year and owning or operating an automobile added an average of $86.)

When funds generated in the GBA and when the students whose families lived in the GBA had their expenditures subtracted from the total spending, an "export income" of $1.48 million remained. Based on an estimated 2.1 income multiplier for higher education and for student spending, the $1.48 million then was estimated to yield $3.14 million of total income to the GBA economy.

The equivalent bringing of export funds of $1.48 million to the GBA would also be similar to creating a hypothetical shoe company which provided employment for 335 workers. Because the employment multiplier for a shoe company in the GBA was estimated from other research to be 0.33, the shoe factory with 335 employees would indirectly have created 111 additional jobs.

By comparison, assuming the college's indirect impact on local employment was the same as the shoe company (e.g., 111 added jobs), an equivalent educational employment multiplier of 1.33 would have held because the college employed 83 faculty and staff. In other words, for every three new jobs in the shoe factory, one new job was created indirectly; for every three new jobs at the college, four additional jobs would be indirectly forthcoming.

As the comparisons show, income and employment multipliers vary among industries, with the multiplier depending upon the average amount of spending locally. Moreover, if this same comparison were made for a state or regional economy, the impact of a factory might be considerably greater than the impact of a relatively small college where most of the majority of the students reside locally.

61. "The Economic Impact of the University Upon the Community." An Address Given by Dr. Jack E. Freeman (President of the University of Pittsburgh at Johnstown) to the University of Pittsburgh School of Business Alumni, February 1, 1971. 9 pages. Mimeographed. [C/C Library]

Claims "there is a popular notion that somehow the University is a liability which the community reluctantly tolerates because, like peace and motherhood, education is a public good." Illustrates why these perceptions and attitudes are inaccurate and misleading, and shows that colleges and universities are among the principal assets of the community.

Describes the relationship between economic progress and educational achievement by stating that States in this country "with the highest percentage of college graduates in their population also tend to have the highest level of per capita income and per capita retail sales and concurrently, those with lowest educational achievement tended to rank lowest in the economic indicators."

Describes the University of Pittsburgh as becoming a major instrument of social mobility for thousands of Commonwealth of Pennsylvania citizens. Observes that "since it became a State-related university in 1965, the number of entering students whose fathers had no college education whatsoever has risen from approximately 55% to more than 63%, and the percentage of students with annual family incomes below $10,000 has risen from 40% to 53%."

Presents the following facts regarding the contributions of the University of Pittsburgh to the Pittsburgh region: (1) personnel on the University payroll have a disposable income--after taxes, insurances, savings--of more than $100,000 per day; (2) the University spends more than $16 million a year for consumable supplies of which one-half goes to about 1,200 local Pittsburgh suppliers; (3) in 1969, employees of the University paid wage taxes to the City of Pittsburgh and to the surrounding communities, and occupational taxes to the City of Pittsburgh, of more than $1,000,000; and (4) in 1969, the University itself paid city, school, and county property taxes of almost $200,000.

Illustrates another significant impact of the university on the community is the contribution of trained people to staff industry, professional and public service agencies. Notes that 52% of the physicians and 95% of the dentists of the greater Pittsburgh area were graduates of the University Medical School, that each day more than 1,600 commuity residents are patients in the hospitals in the University Health Center, and that 8,000 patients are treated annually in the University's Dental Clinic. More than one-third of all teachers in Allegheny County received at least one degree from the University and 50% of the attorneys who practice in Allegheny County are Pitt Alumni.

Concludes that "while Pitt serves its students and the commonwealth by fulfilling its principal mission of teaching, research and public service, it also serves the economy for this community in a variety of direct and tangible ways, and constitutes a principal force in the economic and industrial growth of Western Pennsylvania."

62. How Institutions of Higher Education Contribute to the General Economic, Social and Cultural Betterment of Greater Philadelphia. Philadelphia, Pennsylvania: Greater Philadelphia Movement, January 1966. 55 pages. [C/C Library]

Attempts to identify specific services and contributions to the general economic, social, and cultural betterment of greater Philadelphia provided by the forty-seven degree granting institutions located in Southeastern Pennsylvania. Claims that these institutions perform the following desirable functions: (1) training people for higher paying jobs, (2) stimulating local industrial growth, (3) expending funds for new facilities, (4) stimulating the economy through staff and student expenditures, and (5) providing cultural services.

To support this point, report gives data on current student enrollment and expenditures, employment, and payroll, information on redevelopment and research programs, and lists of services to the community developed by these institutions. Also contains a theory on the economic productivity of higher education, a bibliography, and an appendix listing the full- and part-time enrollment of degree granting institutions located in Philadelphia in 1964.

63. "How Much Money Do Students Spend in a College Town?" James M. Kelley and Robin T. Peterson. College Management. Volume 6, Number 12 (December 1971). pp. 26-27. [Administrative Records Library]

Presents results of a survey made in 1971 to determine amount of funds spent by Idaho State University students in Pocatello, Idaho, during the academic year 1969-70. The study also ascertained the allocation to specific categories of goods and services, and generated information regarding selected student consumer activities. Results are based upon 468 completed questionnaires. The average age of respondents was 20, 64.4% were single, and during the school year 51.6% were employed.

Per student, the average monthly spending was $306 for items tallied on a monthly basis, such as housing, utilities, food, and clothing, and $491 for items on an annual basis, such as tuition and fees, books and school supplies. When the monthly expenditures are multiplied by a nine-month school year, and added to annual expenditures, the average student spent $3,244 during the academic year, excluding the summer session. When this amount was extended to include all 5,762 full-time day students attending the University, a total aggregate spending of $18.7 million resulted.

Average income earned in an academic year by the respondent or the spouse was $2,550. This average income was $694 less than the average expenditure level indicating that parental or other support, or summer income made up the difference. The percent of income earned by spouse (if married) was 42.4%--indicating a large portion of the students relied on both the earnings of the husband and wife. Total summer income by students or spouse who worked, was $2,028; average amount per school year provided by parents to both single and married students was $1,530; average amount borrowed to finance their education during the academic year was $268.

64. "Property Tax Exemption in Boston." Excerpt from Institutional Property Tax Exemptions. Boston: Massachusetts Taxpayers Foundation, 1971. pp. H-1 through H-23. [C/C Library]

Purpose of the chapter was to examine data on the impact of tax exempt property on the City of Boston tax base and tax rate. Indicates the belief that Boston's many colleges and schools are responsible for eroding the City's tax base was a prevalent misunderstanding.

Observes that the percentage of exempt valuation in Boston had increased from 28.2% in 1950 to 53.7% in 1970, e.g., more than half of all Boston property values are exempt (in dollar terms, in 1970, nearly $1.9 billion of the $3.5 billion assessed total real and personal property was exempt).

Two-thirds of this exemption was public property divided among property of the United States (6%); of the Commonwealth of Massachusetts (21%); of the City of Boston (34%); and, of the Housing Authorities (6%); resulting in total public exemptions of 67%. The literary and scientific institutions (including the institutions of higher education in the City) owned 17% of the exempt property, with the remaining 16% in charitable and benevolent institutions, houses of religious worship, and other private exemptions. This meant that the literary and scientific institutions had grown from owning 10% of the exempt property in Boston in 1950 to owning 17% in 1970--while public exemptions had decreased during this period from being 75% of all exempt property to 67%.

When computed by land area, total public exemption amounted to 79.6% of the exempted land, including property of the United States (4.0%), of the Commonwealth of Massachusetts (42.3%), and City property (33.3%). Private exempt property totaled 20.4%, of which literary and scientific institutions amounted to 6.1% and other institutions the remaining 14.3% (much of the Commonwealth of Massachusetts' exempt land was due to the inclusion of Logan Airport).

From 1960 to 1970, exempt area occupied by private literary and scientific institutions increased from 747 acres to 783 acres, suggesting that much of the "expansion" of these institutions can be attributed to more intensive use of land already owned rather than to area expansion. Churches accounted for approximately the same percentage of total exempt area as valuation, about 3%. While cemeteries accounted for less than 1% of total exempt valuation, they covered over 6% of the total exempt area--the same area as the literary and scientific institutions.

Concludes: (1) over the period of 1950-1970, private institutions have been responsbile for very little of the erosion of the City's tax base in terms of land area; (2) most losses of land area to exempt uses have been for governmental purposes; (3) the considerable growth in exempt valuations of private institutions has been almost entirely in buildings and other improvements, most of it on previously tax exempt land; (4) buildings acquired by exempt institutions and removed from the tax rolls have not been a significant factor in the total growth of exempt valuations; and, (5) generally, the recent growth of private institutions has been through intensified land use and not at the expense of potentially tax producing land.

65. Tax and Tax Related Arrangements Between Colleges and Universities and Local Governments. John Caffrey. A.C.E. Special Report. Washington, D.C.: American Council on Education, August 12, 1969. 7 pages plus appendix. [C/C Library]

Presents results of a May 1969 questionnaire distributed to 407 institutions of higher education estimating the extent to which they have responded to the demands of local governments that tax-exempt organizations meet a portion of the cost of local government services.

Of the 318 responses, 39% were from public institutions, 29% private non-sectarian, and 32% private church-related; 31% were universities, 49% four-year institutions, and 20% two-year institutions.

Generally, findings indicated that smaller institutions were more likely to pay taxes than larger institutions. Although 33% of the institutions in the sample reported enrollments of fewer than 1,000 students, 54% of these institutions reported paying taxes. By contrast, 28% of the sample reported enrollments of 5,000 or more students, but only 8% of these institutions reported paying taxes.

Of the institutions surveyed, 68% were in communities of less than 100,000 persons, while 79% of the institutions which paid taxes were located in communities this size. Moreover, 88% of the institutions which make equivalent, quasi-tax payments were in communities of less than 100,000. This data indicated that the pressure to pay taxes or make some equivalent arrangements is stronger in smaller communities than larger communities.

Of the institutions making some payment, 29% initiated the practice voluntarily, while 38% initiated the practice jointly (i.e., by agreement with local government units), and 33% made payments or provided services as a result of requirements, rulings, or ordinances which they did not initiate. In summary, findings indicate that the small, private, four-year colleges were much more likely to be taxed and would have entered such taxing arrangements reluctantly.

Median annual average tax and quasi-tax payment amounted to $13,000, while those institutions which provided direct services had a median cost of approximately $50,000. In rank order of frequency, taxes or quasi-taxes paid, or services provided, were for the following purposes: sanitary services (50%), general fund (40%), fire services (37%), police services (18%), street maintenance (14%), school fund (11%), utilities (7%), hospital fund (4%), and flood control (3%)--because of multiple responses, percentages total more than 100%.

Author claims that to his knowledge the present study was the first national study of its kind and thus its findings should be regarded as preliminary.

I. Education and Continuing Education

66. "Challenge to Education: A New Approach." Byron Johnson. Printed in "The Vitality of a City: Challenge to Higher Education." (A Program Presented by the Continuing Education in Health Sciences, University of California San Francisco Medical Center, April 29-30, 1967). pp. 42-50. [C/C Library]

Addressing the question of the university's role in the vitality of the city, argues that the role of the university must be seen first in terms of the university's own characteristics. Sees the university as a transmitter of human knowledge and wisdom and a critic of the human condition. As such, urges the university to move from being discipline oriented to being problem oriented and to work to create urban study centers requiring cooperation between interdisciplinary and cross-disciplinary approaches.

Concludes that through centers of urban studies the university can take an over-all view of the urban scene and identify itself with a total concern for the city.

67. Education for Metropolitan Living. Second in a series of six self-study Metroseminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 31 pages. [C/C Library]

Contains three articles: "The Urban Frontier of University Education for Adults" by A. A. Liveright; "Shaping the Metropolitan Future through Continuing Education" by Kenneth Haygood; and, "An Experiment in Adult Education: The Center for New York City Affairs" by Robert M. MacIver.

Liveright argues that the continuing education programs of urban universities must be comprehensively revised to: (1) conduct seminars focusing on crucial problems of society; (2) develop education programs that meet the needs of all the city's citizens, particularly those previously neglected and in need of literacy and job-skill training courses; (3) evaluate current undergraduate programs to make life-long learning an integral part of higher education; and (4) develop a city learning and knowledge center combining the latest technology with information on what programs and facilities for continuing education are available.

Haygood suggests that continuing education serve the following functions: educating for civic responsibility, providing further education in college for professionals working in urban affairs, and educating citizens to appreciate and take advantage of the resources of an urban community.

67. Education for Metropolitan Living (cont'd.)

MacIver discusses the activities at the School of Social Research, including the development of a civics course for interested citizens, invitational seminars examining urban problems in depth, a training program for potential and current city employees and city volunteers, research evaluating particular city programs, and publication of a metropolitan information service.

68. The Future. Sixth in a series of self-study Metroseminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 32 pages. [C/C Library]

Contains three articles: "Toward a Role for Boston University" by Harold C. Case; "Dimensions of Urban Challenge" by John F. Collins; and, "An Era of Opportunity for the Urban University" by J. Martin Klotsche.

Case asserts that the purpose of an institution of higher education is to transmit knowledge that is useful in defining values and providing leadership. In acknowledging this, he feels the purpose of the Metroseminars is to define the leadership role of an urban institution of higher education in an urban setting.

Collins, Mayor of Boston, suggests that Boston's University's major responsibility is to train personnel as professionals in urban affairs and to research social problems of Boston's education, health, welfare, and recreation programs.

Klotsche sees the role of the urban university as: (1) providing educational opportunity for those who could not otherwise afford colleges; (2) offering continuing education; (3) studying the problems of urbanization and defining the shortcomings and desirable goals for the urban community; and (4) applying this knowledge to the community.

69. "Master Planning At Green Bay." Edward W. Weidner. The Troubled Campus: Current Issues in Higher Education. Edited by G. Kerry Smith. San Francisco: Jossey-Bass, Inc., 1970. pp. 197-200. [C/C Library]

Describes a program at the University of Wisconsin, Green Bay where a student can focus on man and his environment. Coins the term "communiversity," "a socially responsible university relating to a socially responsible community," to describe the educational program. Claims teaching, research and community outreach become one function when this concept is put into practice.

Attending Green Bay, the student selects an environmental problem which becomes the central point for his academic program and determines the direction of his research, learning and community experience. Argues that programs such as this illustrate one kind of change that is necessary in higher education if a contemporary university is to be a socially responsible institution.

70. "Organizing Colleges and Universities." Jacob B. Padgug. Beyond the Campus: Views on Higher Education and Community Service. Boston, Massachusetts: Commonwealth of Massachusetts, Board of Higher Education, 1971. pp. 40-47. [C/C Library]

As a first step toward a definition of continuing education in community service, tries to identify what is not continuing education nor community service. Excludes from consideration all programs and services typically associated with a college's routine academic orientation.

Refers to community services as active participation in the life of the community in which the college or university is located. This implies that the institution accepts responsibility for a leadership role in the community; offers its resources towards the solution of community problems; works with, not on, the community; and fosters an atmosphere of cooperation but remains sensitive to the community's attitudes and traditions. "In other words, it is important to understand that community freedom may be as important to a community of citizens as academic freedom is to the community of scholars."

Stresses that an institution ought to do what it can do best. A large state university serves a statewide constituency; its mandate is broad, its community general and non-specific, and its resources vast and sophisticated. State colleges may have involvements with direct services, supporting services, or both. Private institutions are in a position to make decisions concerning whether or not to enter the community services field free from the legal and ethical considerations affecting public institutions.

Once the institution decides on its role, argues that community services be accorded institutional recognition and status. Ideally, a division of community services should be directed by someone assigned full time to that responsibility. In general, it appears two models are emerging: the person in charge of community services is given the status of dean and reports directly to the college president or, a director is appointed who reports to the chief academic officer. Author's preference is for the latter.

It is noted that the role of a director of community services is difficult to define in specific terms--"he is an educational gadfly, a promoter, an organizer, a facilitator, an arbitrator, an innovator, an advisor and a conciliator, among other things."

Concludes that a fundamental operating principle for community services is that members of the community participate meaningfully in the process--considering the issues, planning the program or its execution, and evaluating results. This intimate involvement of citizens as partners with the college in fashioning and implementing programs and projects which directly affect the quality of their lives, the author believes, is the most essential ingredient of a successful community service program.

71. "Organizing Colleges and Universities." Commentary by Robert G. Doyle, Jr. Beyond the Campus: Views on Higher Education and Community Service. Boston, Massachusetts: Commonwealth of Massachusetts, Board of Higher Education, 1971. pp. 48-51. [C/C Library]

Based on the premise that the objective of continuing education is to provide a service to the community, discusses how this objective may best be achieved.

Suggests that in ranking aspects of community service to be given highest priority the following should be considered: intensity of public need, extent of public need, feasibility of work by universities or colleges, and potential benefits from work on the problem. In each of the above the problem is placed in perspective in four ways: seriousness, effect on the community, the size of the effort needed (including cost), and the potential benefit to be gained by resolution.

J. Environs Development

72. "CAC, Son of CAGOC, Son of. . .; The Begatting of a New Community." Walt Crowley. Synthesis: The Church and the University. Volume VIII, No. 4 (February 1, 1971). Seattle, Washington: 1971. 4 pages. [C/C Library]

Reviews the latest in a long succession of committees and controversies dealing with attempts to implement a plan for the university district adjacent to the University of Washington, Seattle.

The first serious attempt to untangle the district's traffic and provide for more rational land use began in 1965 when the City Planning Commission initiated a detailed study of traffic circulation in the district. The scope of this effort quickly expanded and culminated four years later in the publication of the University Neighborhood Plan.

In December 1969, the University District Development Council (UDDC) was formed by a group of district residents and businessmen who had helped develop the neighborhood plan and wanted to begin to implement it. In opposition to a proposed privately developed 39 story dormitory, the organization "Save the University Neighborhood" (SUN) emerged and succeeded in creating enough opposition in 1970 to cancel the dormitory development. Out of this struggle grew another organization, the University District Community Council (UDCC) organized by several principals in SUN. While UDDC took a nuts and bolts approach to district problems, the UDCC took a strong anti-automobile and environmentalist stance.

From UDCC's concept of a temporary steering committee whose sole purpose would be to organize a community survey, developed a Community Advisory Group Organizing Committee (CAGOC). At the first and last meeting of the CAGOC, it declared itself permanent and changed its name to Community Advisory Committee (CAC) to act as a policy formation committee within the district.

It is suggested that the "struggle between the UDDC and the UDCC" symbolized the fundamental ideological and social division in the community, because "behind the antics one can see the classic collision of an establishment and an anti-establishment organization in resolution of the community's economic and residential problems." Concluding optimistically, article suggests the creative resolution of this conflict can come about by "the transformation of sectarian antagonisms into a collective dynamism" which creates a planning effort outshadowing any physical improvements that might result, and resolves that the work that needs to be done goes beyond simply planning the community--the real task is to build a community.

73. "California's Isla Vista: 'From Anathema to Dialogue.'" Norman Cousins. Saturday Review. Volume LIV, No. 23 (June 5, 1971). pp. 22-24.

Describes changes taking place at the University of California, Santa Barbara and the adjacent community of Isla Vista.

Argues that the extremists in Isla Vista might affect, but do not dominate the development of political, ideological, and intellectual thought on the campus. Although they were responsible for the destruction of the Bank of America, "...the burning had the effect both of undermining their influence and bringing to the fore a new and dominant type of student activitism--one that renounced violence but that was nevertheless determined to bring about basic change."

Indicates that the new student activists are working within the system, creating a system of their own through services and facilities that uniquely meet their needs. One of the facilities described, the Isla Vista Student Service Center, houses a student credit union, a department of justice, and a traveler's aid society.

Concludes that the students are creating effective instruments for serving their needs, and, what is more important, for upgrading society as a whole.

74. "Campus Environs and the Community. A Study of Development and Planning at the University of California." Paul H. Sedway and Ira Stephen Fink. SCUP Journal. Volume II, No. 3 (December 1971). New York, N.Y.: Society for College and University Planning. 4 pages. [C/C Library]

Adapted from the first two volumes of the University of California's Campus Environs Survey, (Volume 1: Inventory and Findings, and Volume 2: Maps of Environs Factors), describes the environs of the campus of the University and relates some of the problems and issues facing campus planners, administrators, local officials and staff in these communities. Study findings were based on a survey conducted from April 1969 to February 1970. Campuses were categorized into three groups: (1) mature campuses--Berkeley, Los Angeles, and San Francisco--which had either reached or approached their ultimate enrollment ceiling and were more fully urbanized than the other campuses; (2) transitional campuses--Davis, Riverside, and Santa Barbara--evolving from smaller specialized institutions into complete university campuses; and (3) new campuses--Irvine, San Diego, and Santa Cruz.

For each of these three categories, development conditions were identified. Mature campuses faced problems of competition for close-in space, lack of available land at reasonable cost, traffic congestion and lack of parking facilities, fragmented and small parcelization patterns of land ownership, and inadequate accommodations for both campus-related residents and transients.

"Campus Environs and the Community" (cont'd.)

Transitional campuses lacked basic services and facilities and faced internal conflicts with the surround community. New campuses had deficiencies in housing and basic facilities such as public transportation.

In response to these problems, three types of campus-community relationships were noted to have developed: formal liaisons, informal liaisons, and voluntary involvement of campus officials in community organizations. Evaluating the success of these three types of liaison, the report concludes: "in sum, a formal commitment of University and community resources, including institutional ones, is necessary to confront the causes as well as the emergence of environs issues and problems."

Suggested follow-up to the study includes: (1) formulating models for methods of regulating and controlling the development of the environs, and (2) developing an information system on the environs and other aspects of University-community relations.

75. "An Environment for Learning." Gaylord P. Harnwell. Proceeding of the American Philosophical Society. Volume 115, No. 3 (June 1971). pp. 170-186. [C/C Library]

Describes the history of the founding of the University of Pennsylvania and its surrounding environs and the impetus behind the development of the West Philadelphia Corporation.

Founded in 1959, as a non-profit corporation, the West Philadelphia Corporation is composed of the University of Pennsylvania, the Drexel Institute of Technology, the Presbyterian Hospital and the Philadelphia College of Pharmacy and Science, and the Philadelphia College of Osteopathy. Designed to promote the social development of Philadelphia, the specific purposes of the organization include compilation of information on housing conditions, crime, building code violations, schools and recreation; preparation of surveys on land use planning; dissemination of this information to the community; and recommendations on matters of real estate conservation and rehabilitation.

The corporation developed low and moderate income housing, promoted a new science high school to improve educational quality in the city, stimulated the city's economic base by attracting research and development institutes, and provided physical and mental medical care based on ability to pay.

Before renewal, taxable value of real estate in three renewal areas adjacent to the University of Pennsylvania was $13 million; it is expected to reach $60 million after renewal. Thus, institutional redevelopment has become an important anchor to the Philadelphia economy.

"An Environment for Learning" (cont'd.)

In an attempt to reach out to its neighborhood, Harnwell states that the University of Pennsylvania has inaugurated a sports program for neighborhood youngsters; provided jobs through neighborhood youth corps programs; provided summer tutorial services to high school students; opened swimming facilities for use by neighborhood youth; and stimulated the beginnings of self-help projects.

Community organizations and indigenous leadership in West Philadelphia are portrayed as having been indispensable in helping to create the West Philadelphia Corporation and instrumental in producing neighborhood rehabilitation.

Article resolves "the University and its many external communities, variously defined, have been in increasingly intimate contact with one another for the past 15 years and neither our communities or ourselves will ever be the same again." In spite of the fact that some of the efforts made were not always successful, it is concluded that subsequent efforts to improve the community generally met with greater success because of these endeavors.

76. "The Good Neighbor Policy in West Philadelphia." Maurice S. Burrison. Philadelphia, Pennsylvania: University of Pennsylvania, Office of Planning and Design, 1971. (unpublished) 4 pages. [C/C Library]

Describes some of the events and circumstances that led to the involvement of the University of Pennsylvania in the renewal of West Philadelphia. Mentions, in particular, the development and activities of the West Philadelphia Corporation. Concludes that if there is a lesson to be learned from this experience, it is that "peaceful coexistence between town and gown can only be earned by understanding, an investment of resources, and genuine hard work."

77. Preliminary Report on the South Oakland Expansion Area. Richard Voelker and Brian Vargas. Unpublished paper in the Department of Sociology. Pittsburgh, Pennsylvania: University of Pittsburgh, April 1970. 17 pages plus appendix. [C/C Library]

Prepared as part of the University of Pittsburgh's University-Urban Interface Program (UUIP) for its campus expansion impact project, the report provides existing data, recent history, information about active organizations, and participant observation about the Oakland community adjacent to the University. Based on 1970 data, finds that the neighborhood is a rather stable "older community," with a median age of head of household of 51 years, an owner-occupancy rate of 43%, in an area that is totally white--"with a high concentration of ethnics--Italian Americans, Polish Americans, etc."

Preliminary Report on the South Oakland Expansion Area (cont'd.)

The report implies that: (1) the area contains a high level of indigenous "voluntary" organizations; (2) the University historically has overlooked the need to establish meaningful communications with neighborhood residents; (3) a continual formal dialogue with area residents is long overdue; and (4) to establish such communications channels at this late point in the planning process may be almost meaningless as far as planning input from the residents is concerned.

Recommends: (1) immediately increasing the number of positions on the University's Planning Commission to include representatives from the indigenous community organizations; (2) informing responsible representatives of these groups of the University's plans for the community area; (3) arranging a series of meetings within the area itself to describe the University's plans, to indicate the University's concerns for residents in the area, and to exchange views with them about the University's place in the communities; and (4) assisting in all ways feasible, those residents and businesses that may have to vacate the area.

78. Problems of Town and Gown. Fourth in a series of self-study Metro-seminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 23 pages. [C/C Library]

Contains two articles: "A University Commitment to Community Relations" by Stanley Saplin, and "Students and Cars: A Police Commissioner's Problem" by Edmund L. MacNamara.

Saplin argues that the Office of Community Relations is essential in a large urban university to explain and inform the community of the plans and actions of the university, and to obtain academic participation in community affairs. Contends that although our physical plants are spreading over vast areas of our communities, "our neighbors don't like us, or they don't understand us, or they fear us." Recognizes that if this is so, then we must charge ourselves with an error: we haven't prepared our neighbors for what is happening, and for what is to happen.

MacNamara points out that students in the Boston area create severe traffic problems and that there have been few efforts toward positive interaction between the police department and Boston's universities.

Discussions of these papers point out the need for universities to recognize the responsibility of accommodating parking for faculty and staff and also comment on the need to relate emerging student interest in urban problems to urban education.

79. "Processes and Guides for Comprehensive Planning of the Urban University and the City" Ronald H. Miller. Unpublished paper in the Department of City and Regional Planning. Columbus, Ohio: Ohio State University, March 10, 1971. 19 pages. [C/C Library]

Examines how university planning officials, in coordination with other agencies, can plan for campus neighborhoods. Argues that for the urban university, the health and needs of its neighborhoods ought to be given greater emphasis than the needs of the campus.

Processes for comprehensive urban and university planning, tools of the planning process, procedural guides for university planners to work with city planners, and contents of a planning report on the university and the city are discussed.

The planning phase is described as having two primary steps: agreement on roles and functions of specific agencies, and roles and procedures of citizen participation. It is suggested that one of the most important aspects of coordination and planning in the university district is the need for the university to share its planning information, particularly information about future land acquisitions.

Based on Harvard University's Preliminary Report of the Committee on the University and the City, outlines eight subjects that should be discussed in developing a comprehensive planning report on the university and the city. These include: nature of the university, nature of the community, university organization and community issues, university policies toward the community, university facilities and the community, university finances and the community, university degree programs and the community, and an inventory of community projects which are sponsored by the university or in which the university is an active participant.

80. Report of the Isla Vista Governmental Study: Phase I. Leo J. Jacobson, Consultant. (County of Santa Barbara Board of Supervisors Resolution No. 71-294), Santa Barbara, California: The Author, May 28, 1971. 41 pages. [C/C Library]

The purpose of the study was to examine "...how intergovernmental relations may be improved between the County of Santa Barbara, the University of California at Santa Barbara, and the Community of Isla Vista, with emphasis on governmental management and organization." Points out the study was not intended to be a philosophical exposition of Isla Vista life styles and aspirations but was designed to find a working and evolving interface between the life styles and emerging views of the community and currently available forms of government.

Reviews services critical to Isla Vista which have maximum local impact, minimize fracturing the community with layers of government, and provide for governmental growth as the community matures. Critical services analyzed were law enforcement; environmental planning, including planning, traffic, and parks; and animal control.

Report of the Isla Vista Governmental Study: Phase I (cont'd.)

Claims Isla Vista does not need more police protection to solve its growing problems, but, a different kind of protection--one that is less responsive to punitive possibilities under law. Proposes that a Community Service Officer (CSO) would be a positive supplement to a staff of professional police officers.

Discusses seven separate governmental forms for Isla Vista, ranging from a community council, to a college community service district, to an incorporated city. Describes the college community service district as one whose purpose is influence and power over functions rather than discharge of the service or the function. Discusses incorporation, concluding it is a desirable objective for Isla Vista, but it does not appear feasible or achievable in less than three years.

In discussing the role of the University, points out that the University, like Isla Vista, is entitled to determine its own attitudes and no matter how risky, take a position on what it knows to be its views. Only when it makes its position known to the community at large can the University be called upon to support community judgments like other community citizens.

81. The University District Community Survey. Community Advisory Committee. Seattle, Washington: University District Center, 1971. 8 pages. [C/C Library]

Presents survey results, without analysis, of the attitudes of persons living and working in the university district community adjacent to the University of Washington. The survey, with emphasis on transportation and future development, was composed of three separate questionnaires: one for residents, one for students in organized student housing, and one for business operators. Data is presented under nine general topics: demography, transportation, housing, commercial sector, social services, open space and recreation, media, general planning, and "likes and dislikes."

Approximately 6,300 households were included in the area encompassed by the survey. Of these, 1,700 (27%) were contacted, with 1,100 responding to the questionnaire. Fifty percent of the respondents had lived at their district address for less than one year, while 19% had lived there for 10 or more years.

In responding to a question about "the most effective means of determining community feelings and attitudes about land use and planning," the residents and the business operators responded as follows: 49% of the residents and 34% of the business operators felt that community surveys were most effective, while 23% of both the residents and the business operators felt that public meetings were best. In response to the question on the most preferred way to become involved in community activities, 36% of the students indicated that they did not want to be involved in community activities, 24% preferred participation in community meetings, and 22% preferred independent study or work projects for credit.

K. Environs Plans

82. Concerning Santa Cruz, California: Policy Guidelines and Recommendations for Revision of the General Plan of Santa Cruz, California. Prepared by the Citizens Planning Advisory Committee. Authorized by City of Santa Cruz Council Resolution No. NS-9630. Santa Cruz, California: The Authors, June 1970. 108 pages plus appendices. [C/C Library]

Presents results of a 73 member Citizens' Committee appointed by the City Council to provide a broad and full review of community goals and appropriate policy guidelines and recommendations prior to updating the General Plan of the City of Santa Cruz.

Regarding the University of California, study recommends that the campus "hold to a commitment of housing a minimum of two-thirds (2/3) of its students on campus." The report opposes "...new concentrations of off-campus student housing...(insisting)...that any off-campus student housing be disbursed with reasonable uniformity throughout the City." Further recommends that "the City reexamine the potential size of the University of California (Santa Cruz) and establish limits beyond which said University should not grow."

Concludes "it is imperative that Santa Cruz continue to be a balanced community ecologically, economically, physically and socially. The City should be concerned with any influence which will tend to alter this balance."

83. Development Concept/South East Sector: Springfield, Illinois. Report submitted to the "Public Sector Committee" and the "College Area Owner's Association" by Samuel I. Dardick and the Hodne/Stageberg Partners, Inc. Springfield, Illinois: The Authors, September 17, 1970. 17 pages. [C/C Library]

Presents a schematic land use concept resulting from a planning charrette and public hearing concerned with development of a 4,800 acre area near Springfield, Illinois which included two new academic complexes: Lincoln Land Community College (325 acres), a two-year liberal arts college; and Sangamon State University (850 acres), an upper division liberal arts and graduate study institution. Current population in the area is 3,250; proposed population is 31,500 by 1985 (with an ultimate holding capacity of 48,000).

In order to control development, it is recommended that the basic zoning tool be planned unit developments of at least 20 acres. Proposes that a Coalition for Urban Development (C.U.D.), representing public bodies including, the college and the university, and the "College Area Owners Association," representing owners of 1,250 acres of land in the sector, be formed to guide development in the area.

Development Concept/South East Sector (cont'd.)

Suggests the activities of the C.U.D. should be as follows: (1) seek acceptance by appropriate legislative bodies of the development concept; (2) create criteria for design review; (3) provide a means for preliminary review by the C.U.D. of all land use applications in the area; (4) establish liaison with appropriate review and legislative bodies affecting the area; and (5) monitor development concept goals.

84. Morningside Heights Core Area Study. Morningside Heights, Inc. New York, N.Y.: The Authors, 1968. 92 pages. [C/C Library]

Sponsored by more than a dozen institutions (including hospitals, universities, churches, and seminaries) in the Morningside Heights Area, the study presents information and planning possibilities for the orderly development of the area. Illustrates an unusual attempt of a number of institutions to plan together for community development.

Based on 1966 and 1967 land use, housing, and community facilities data, the plan projects institutional land-use expansion, housing, circulation and parking needs to 1977. (Also contains 1960 and 1967 data on population, housing, welfare, and commercial services in the study area.)

In 1967, the 290 acre study area, bounded by Cathedral Parkway on the west, Manhattan Avenue and Morningside Avenue on the south, St. Claire to the east, and the Henry Hudson Parkway to the north, contained 75 acres of institutional land use. It is proposed to contain 96 acres of institutional land uses by 1977.

Recommendations of the plan include the following proposals: suggesting areas for institutional expansion for 1977; combining academic uses with institutional, housing and commercial uses; suggesting that institutions share space, particularly while awaiting completion of permanent facilities; utilizing topography to develop pedestrian/vehicular grade separations; converting certain streets into quasi-public greenways; providing active and passive public recreation facilities within the community to supplement City facilities; and suggesting that relocation services be coordinated among institutions.

Plan also recommends that Morningside Heights Incorporated promote the improvement of non-institutional housing (including, where feasible, the sponsorship of middle-income housing) and encourage the development of a community facility to serve as a neighborhood service center.

85. OSU-Stillwater Campus Community Study. Caudill Rowlett Scott. Prepared for the Oklahoma Industrial Development and Park Department, State Planning Agency. Stillwater, Oklahoma: March 1970. 23 pages. [C/C Library]

Contains recommended changes in the 1968 Stillwater Comprehensive Plan affecting the areas adjacent to the Oklahoma State University (OSU) over the next ten years, including changes in land use, circulation, and a stronger enforcement in building codes. Identifies possible locations and design solutions for future residential, commercial, and parking developments.

At the time of the study the total population of Stillwater, including students, was estimated at 33,000. The population of the study area was 18,000, including 13,000 students--8,500 living on campus and 4,500 living off campus. There were 1,700 single-family, 550 two-family, and 2,050 multi-family units of off-campus housing in the study area.

In addition to goals stated in the 1968 Stillwater Comprehensive Plan, the study indicates additional community-university goals might include: (1) providing for an orderly transition between campus development and neighborhoods; (2) enhancing the visual approaches to the campus; (3) integrating married student housing into the community; (4) encouraging housing and commercial development adjacent to the campus; (5) providing for adequate parking on campus and identifying alternative locations for parking in the campus perimeter area; (6) providing for the separation of pedestrian and vehicular movement; (7) improving recreational opportunities for total community use; and (8) directing the University to encourage industrial development for Stillwater.

Interviews conducted in the study area concluded that approximately two-thirds of the Stillwater retailers attributed more than half of their business to OSU staff and students. Of the sixty businesses serving the campus, the average floor area was less than 3,000 square feet, compared with general Stillwater businesses, which averaged between 3,000 and 10,000 square feet.

The marketing survey further stated that the businesses indicated lack of parking, traffic congestion, and poor design standards to be major problems. Grouping of campus businesses were found to be advantageous for merchants.

Stresses that use of public and private resources are needed to implement the proposed physical plan and that the existing city-OSU coordinating committee should be expanded to include representatives from surrounding neighborhoods, commercial interests, the student body and fraternal groups.

86. University Neighborhood Plan. Seattle City Planning Commission. Second Printing. Seattle, Washington: City of Seattle Planning Commission, 1969. 43 pages. [C/C Library]

The plan report contains findings and analysis on the neighborhood of the University of Washington, presents land use and circulation plan elements, and suggests methods for plan implementation. In 1969, 21,000 residents lived in the 350 acre neighborhood area. Daytime population was estimated to be in excess of 70,000. In the next twenty years the population of the neighborhood is expected to grow to 33,000.

University Neighborhood Plan (cont'd.)

The plan emerged from the Seattle City Planning Commission's efforts to give special attention to the land use and circulation problems of the University neighborhood. Citizen committees to formulate goals for the neighborhood were established in 1965. During the following two years, meetings were held with these Committees, the Commission staff, and the public to discuss the proposed plan.

In 1967, three alternative plans were debated: Plan A relied on the city-at-large as the principle housing resource and devoted the neighborhood area to accommodating the movement and storage of automobiles. Plan C attempted to develop a high degree of local housing with only modest accommodation for the automobile. Plan B represented a compromise between the two. Plan C, with certain modifications, was approved by the Committees; in 1968 it was adopted by the City Planning Commission.

The plan recognizes that there were conflicting goals operating in the neighborhood and attempted to seek appropriate balances of: a "live-in" vs. a "drive-in" community; conflicts between vehicles and pedestrians; desire for greenery vs. demand for pavement; and activities which require a university environment vs. those which could function as well at a location outside the neighborhood.

Areas in which University plans or lack of plans impinge on neighborhood planning are discussed. Among suggestions made to provide greater university-neighborhood compatibility, the following are included: (1) university growth and expansion--part of university growth and expansion take place outside the neighborhood and the present campus be utilized more intensively; (2) relationsip to arterials--the campus plan recognize that three of the neighborhood's major arterial streets pass through portions of the existing or future campus; (3) waterfront--the University capitalize on the visual aspects of the Lake Washington and Lake Union waterfronts; (4) auditorium--if an auditorium serving the University and the community is built, its site location be compatible with the neighborhood; (5) parking--the University develop a policy as to its intentions to meet off-street parking needs; and (6) housing--the University consider plans to provide housing for students, faculty, and staff who desire non-group accommodations.

The report also contains the following suggestions for new development: emphasis on multi-family residences; residential uses mixed with University-related offices; retail establishments include multi-level parking structures; street patterns emphasize streets for movement rather than vehicle storage; and commercial development include a pedestrian semi-mall and an elevated pedestrian walk-way system.

The circulation element of the plan suggests that public transit, especially rail-rapid transit, offers the only realistic hope for properly handling transportation needs. Accordingly, the plan proposes two rapid transit stations in the neighborhood.

University Neighborhood Plan (cont'd.)

The report claims that City methods for plan implementation have been only partially developed. While existing implementation devices, such as zoning, capital improvement programming, and housing, building and health codes, are useful, others are needed. These include methods for supplying appropriate auto storage, for improving non-automotive access and circulation within the neighborhood, and for joint planning and development which could facilitate cooperation among all planning agents.

87. Westwood Community Proposed Plan. City Plan Case 12142. Los Angeles, California: Department of City Planning, December 1971. 17 pages. [C/C Library]

The purpose of the Westwood Community Plan is to provide an official guide to the future development of the community. Objectives of the plan include: promoting coordination of University of California at Los Angeles land uses with adjoining residential and commercial uses through the provision of buffers; recognizing the needs for university-related housing, parking, shopping and recreation; and encouraging university compliance with city planning standards.

The plan provides a residential capacity for approximately 66,000 persons with a projected population of 60,000 by the year 1990. Fourteen thousand persons would be accommodated on 1,000 acres designated for low and very-low density single-family residential uses, and 51,000 persons would live on approximately 435 acres of multi-family residential areas of varying densities. The projected population does not include students living on the UCLA campus. (The campus had a 1971 student enrollment of 28,000 with 3,500 students living on campus.)

One hundred twenty-eight acres of neighborhood and office commercial areas and associated parking lands are proposed. These areas would provide employment for 10,000 persons in the Westwood Village and 25,000 persons in the Westwood Center including 21,000 office employees and 4,000 retail employees.

The ratio of commercial land, including associated parking to projected population is approximately 1.9 acres to 1,000 persons. Parking is provided at a ratio of not less than three square feet for each square foot of commercial floor area in neighborhood shopping centers and not less than two square feet for each square foot of floor area in all other commercial uses.

Programs proposed in the plan include recommendations to coordinate the development of an effective public transportation system, and the need for a system of bicycle trails, in particular, oriented to the student community. Other programs include reduction in the permitted intensity of development, and the privilege to transfer development rights within the Westwood Village area.

L. Housing

88. Campus Plan Two: University Residence Hall Concepts. Proceedings of a Conference Held at Virginia Polytechnic Institute in January 1969. Blacksburg, Virginia: Virginia Polytechnic Institute and State University, College of Architecture, August 1971. 91 pages. [C/C Library]

Gives an account of a two-day symposium held in 1969 at Virginia Polytechnic Institute designed to address itself to the problems of establishing a college housing program. The symposium was developed in response to the interests of the Living-Learning Committee. The Committee, formed by the executive vice-president of the University and composed of faculty, students and administrators, was to collect information regarding student housing concepts, establish goals and objectives for student housing, and explore housing concepts at other universities. (Participants in the symposium included: Gar Day Ding, Margaret Farmer, John C. Harkness, Jonathan King, Harold Riker, and William F. Shepard.)

Farmer argues that in developing a housing program, efforts be directed to new housing forms instead of some ideal form which will reign forever unchallenged or "the best possible housing solution for all of the people all of the time." She then suggests that campuses investigate the following possibilities: on-campus apartments, residential hotels, and cooperative developments. The last possibility noted is seen as a productive way for students to work on constructive projects, and to exercise control and influence over the extra-academic sectors of their community.

Riker argues that planning for curriculum and teaching methods is intrinsic to planning for residential structures. When total planning becomes a reality, says Riker, the interrelationships among curriculum, teaching and physical facilities will be obvious and the results will produce a strong operating unity.

Shepard indicates that a reassessment of the University of California's housing programs illustrated that a variety of residential facilities need be offered--in particular, cooperatives owned and operated by students; apartments for single students; suites and coeducational living; and residences related to academic pursuits (the college system at Santa Cruz and San Diego are given as examples).

Harkness surveys new dormitory developments at a number of institutions; asserts that the corridor scheme is very efficient for relatively large groupings of double or single rooms and that the stair tower scheme is more desirable for smaller room groupings. He concludes that students are only marginally concerned that their living quarters offer comfort and are more concerned that they offer an opportunity for stimulation, involvement and privacy.

Campus Plan Two: University Residence Hall Concepts (cont'd.)

The summary of the symposium stressed that the building programs an institution chooses should meet the needs for which they are programmed, yet recognize that needs change and the building programs of today will not necessarily satisfy the needs of the future.

89. The Demand for Housing by UCSC Students. A study prepared by Gruen Gruen plus Associates for the University of California, Santa Cruz. San Francisco, California: The Authors, August 1971. 51 pages plus appendices. [C/C Library]

The purpose of this study was to provide a basis for evaluating alternative campus housing supply plans and policies. Information collected was geared to identifying and describing the preferences and principal motivating factors shaping student demand for on- and off-campus housing, analyzing the off-campus housing market, and forecasting the number and type of on- and off-campus dwelling units that might be occupied by students during the next ten years. The survey research program included a series of panel interviews at each of the existing five residential colleges on the campus, plus separate interviews with 279 students--7.6% of the student population.

Major findings include the following: new students were more likely to choose on-campus than off-campus housing; returning students were more likely to choose on-campus housing if they have previously lived on campus; and demand for on-campus housing was more related to social than to physical factors. However, some physical changes in on-campus housing (e.g., apartments and suites in greater numbers, addition of kitchens, and room soundproofing) would improve on-campus housing desirability even more than would rent reductions. Further findings indicated that more flexibility in campus food service was needed and that any central food serving facility should be the center for socialization as well.

Forecast for 1971-72 estimated that 54% of unmarried undergraduates and 33% of married and graduate students would desire to live on campus. Projections for all students for 1980-81 estimated an approximate 51% - 49% split for on-campus versus off-campus housing.

Finds that "summer" resort housing stock in the City of Santa Cruz has provided a buffer in housing supply so far, thus keeping rental prices down, but pressures from increased enrollments are expected to absorb these units, causing higher rental rates. It was anticipated that increased rental prices would encourage private apartment developments, the location of which would be affected by the route of the student supported bus system through the City.

90. "Final Report of the President's Ad Hoc Housing Advisory Committee." Professor Gordon Wright, Chairman. Stanford, California: Stanford University, May 12, 1970. 20 pages plus appendices, mimeographed. [C/C Library]

Presents the findings of a committee appointed by President Pitzer charged with studying and advising on "the many complicated and sensitive issues that surround the development of low- and middle-income housing on Stanford lands."

Based on results of the "Moulton Report" which estimated the current unsatisfied demand for low-income units in the Palo Alto-Stanford area at about 4,000, and which judged that about 70% of the shortage was directly attributable to university operations or the development of university lands, the report finds three additional factors which reinforce the conviction that Stanford should undertake some action: Stanford's ownership of the largest piece of undeveloped land in the mid-Peninsula, Stanford's leadership role in the area, and Stanford's self interest--"...a homely and old fashioned virtue that even universities cannot afford to ignore" as adequate and attractive housing on campus lands is likely to make staff jobs at Stanford, and employment in the industrial park, considerably more attractive than they are now.

General recommendations call for the following: (1) Stanford undertake to lease to a developer, at an appropriate value for the purpose, one or more parcels of land suitable for low/moderate income housing; (2) the University adopt plans for the phased development of 600 to 2,000 low to moderate income units; (3) all units in the first phase of development be developed for rental, with a possible later decision on conversion of some units to condominium ownership; (4) development (planning and construction) should preferably not be undertaken by the university directly and that the management of the new housing, when completed and occupied, not be undertaken by the university.

Further recommendations state: (1) each development be designed to include a mix of low, moderate, and middle income residence in order to avoid a ghetto type community; (2) racial balance be an objective at each income level, with a goal of 25% minority tenants (Blacks and Chicanos); (3) one-half of the units be reserved for Stanford staff, faculty, and students, and the other half for employees of firms located on Stanford land and for the general public working within proximity to Stanford; (4) space be reserved for schools, community facilities such as child care centers, and recreation use; and (5) community representation be insured during planning, design and management stages--an advisory and review committee be created with the membership including persons familiar with sectors of the community from which tenants are likely to be drawn.

Concludes with the recommendation of eight possible housing sites.

91. Housing: A Report to the Yale and New Haven Communities. Student Community Housing Corporation with assistance from The Educational Facilities Laboratories, Inc. New Haven, Connecticut: Student Community Housing Corporation, February 1971. 72 pages plus appendices. [C/C Library]

Reports on research relating to alternative approaches to housing at Yale. Explores ways students can be housed off campus which would allow them sufficient autonomy over their environment and at the same time directly benefit the neighborhood in which they live. Presents results of a student survey, including student response to new housing alternatives, student designs for housing, and effects on the City of New Haven and the community at large.

Questions the assumptions that a student's best neighbor is a student and that a student will work best when his non-academic needs are taken care of for him. Claims many students prefer not to live in an environment where all of his neighbors are students. Argues that there is a reaction against the essentially homogenous atmosphere of the campus, which some see as coldly intellectual, or sterile, and others consider frivolous. Notes that students have recently become more interested in the social and political events of their environment, and many of them feel that their education cannot be totally authentic unless a substantial portion of their time is spent outside the university. They feel that living in the community, rather than within the university, provides the student with first-hand experience in a real world--it also affords him a chance to be more independent and more responsible than is possible in the college, where his every need is cared for.

The student who is living off campus characterizes himself as probably being more independent and more mature than most college residents. For many, off-campus residence is part of another world, which is felt to be more varied, more diverse, and much less predictable than the campus.

Undergraduates were observed to favor off-campus housing in close proximity to the university indicating that while many students are dissatisfied with the on-campus environment, they do not wish to sever their ties with the university community.

Concludes students are able to afford to live in middle-income neighborhoods because their other expenses are minimal, and because they share rents--two or three students can afford a $150 to $200 per month apartment. In other words, claims that students do not substantially deplete the stock of low-income housing, and do not affect the high-rent districts, but do have a considerable impact on the market for above-standard, moderate-income units.

Includes recommendations and design evaluations of specific areas where university community development might occur and examines the advantages and disadvantages of university roles in funding and developing housing--developer of its own housing, sponsor of general housing for students and families, and banker or lending agency for other groups developing housing.

92. Housing Survey on the Population Distribution of the University of California, San Francisco Campus. Robert J. LaPointe. San Francisco, California: University of California, June 1971. 13 pages, mimeographed. [C/C Library]

Purpose of this report was to estimate the population distribution of University of California, San Francisco campus students, academic staff, and employees.

Findings indicated that of the 8,200 campus population (2,400 students, 1,300 academic staff, and 4,500 employees) approximately 76% resided in the City and County of San Francisco. More specifically, 82% of students, 57% of academic staff, and 77% of employees lived in the City.

Of the 6,200 campus faculty, students, and staff that resided in the City, approximately 59% of students, 27% of academic staff, and 26% of employees lived within one mile of the campus.

Concludes that the campus environs will continue to have problems providing needed housing, because of low vacancy rates (2.3%), housing deterioration, high rents and high land costs. Suggests two alternatives: (1) encourage private development and non-profit corporations to construct "high density" apartment buildings scattered throughout the environs of the campus; and (2) encourage the improvement of public transportation within the City, and the outlying Counties of San Mateo, Marin, and Alameda.

93. Living in the Community: Research Findings on Off-Campus Student Behavior Patterns, Attitudes and Housing Choice Preferences. Fred R. Costello. Davis, California: University of California, Housing Office, June 1971. 40 pages. [C/C Library]

Explores selected aspects, including the choices made, the attitudes involved, and the problems encountered, of off-campus living at the Davis campus of the University of California. Based upon June 1970 survey results representing a 61% return from a questionnaire distributed to a stratified random sample of 300 single off-campus student apartment residents.

Argues that despite the popular stereotype of the swinging, promiscuous, financially well-heeled university student, the research findings suggest that for many single students, the experience of living in off-campus apartments was fraught with a myriad of rather complex expectations, decisions, and personal problems.

While most (roughly 92%) of the students described apartment life as generally good, their experience was often characterized by alienation and loneliness, financial difficulty, strained roommate and tenant-management relationships, transportation problems, rather limited extra curricular involvement, and a sense of insufficient preparation to cope with the responsibilities of independent living.

Living in the Community (cont'd.)

States that it was difficult to determine whether the decision to live off-campus reflected a positive orientation toward living in the community, a negative attitude about on-campus residence halls, or a combination of the two.

Points out that whether or not the student had ever lived in a Davis campus residence hall made little difference in his decision to live off-campus. However, indicates that the university residence hall system was considered a valuable medium by which persons could be advised about living in the community.

Stresses that the decision to live off-campus was found to be intimately related to the process of roommate selection. More than a quarter of all roommates were first contacted while living in a Davis campus residence hall. While roommate selection was a deliberate, carefully planned process for many, for some it was found to be a rather hasty, crisis-oriented decision, made more often out of necessity than personal choice--almost a third of the roommates were unacquainted before renting an apartment.

In exploring selected factors of housing choice, the data showed that by far the most important considerations were rental rates, privacy, and lease terms. While being close to campus was stated as important by nearly two-thirds of the respondents, the remaining one-third said it was of little importance.

Report suggests that "freedom and independence" and "desire for new experience" were both closely related considerations in the decision to live off-campus. These attitudes reflected a need to challenge one's self to accept additional responsibilities and develop new skills and the desire to retreat from the on-campus milieu.

94. Planning Survey of the Current Housing Market Conditions in the Environs of the U.C.S.F. Campus. Robert J. LaPointe. San Francisco: University of California, April 1971. 33 pages, mimeographed. [C/C Library]

Presents results of a planning survey to determine the current market and rental prices of housing available to University faculty, staff, and students within a short walking distance of the University.

Based on 24 residential structures surveyed, the findings revealed: (1) a vacancy rate of less than 2%; (2) a wide range of rental prices including studio units from $120 to $165 per month and three bedroom units from $275 to $325 per month; (3) lack of vacant land, high cost of land acquisition (estimated at $1.25 million per acre) and parking requirements impeding new construction; (4) a large number of apartment buildings "for sale" in the vicinity of the campus; (5) numerous purchases near the campus for speculative purposes where developers have painted the exterior of the building, but have not provided other forms of maintenance; (6) approximately 75% of the parcels owned by absentee landlords; and (7) signs of blight, population congestion, and housing deterioration beginning to appear in the campus environs.

Planning Survey of the Current Housing Market Conditions (cont'd.)

Concluded that it was conceivable that within the next ten years the environs of the University of California, San Francisco campus could become a deteriorated slum neighborhood. Nevertheless, it was suggested that this trend could be reversed if the University, the City of San Francisco, and the various community neighborhood organizations could begin to work together in planning and developing the needed financial resources to combat some of these physical, social, and economic problems.

For each of the 24 properties surveyed, a photograph of the property, its address, the owner's name and address, the number of units and its zoning, lot area, rental price, cash value, assessor's cash value, and estimate of the market value and replacement value of the property were indicated.

95. "Residence and Rents: A Study of Cambridge, Massachusetts." Thomas Nutt and Lawrence Suskind. Connection. Volume 6, Numbers 1 and 2 (Fall 1968-Winter 1969). pp. 59-67. [C/C Library]

Describes changing social and economic patterns in Cambridge, Massachusetts, which might result in the area becoming a city of only universities and apartments. Attributes increasing homogeneity of population as largely due to decreasing housing choice.

Among the patterns observed were those cited by the Cambridge Housing Convention in their attempt to organize the low-income elderly population over the issue of housing. The Convention's resolution condemned: (1) the uncontrolled expansion of universities, institutions, and industries in the city; (2) large-scale real estate speculation; (3) lack of activity among housing and redevelopment authorities; (4) muddled city policy on land use; and (5) lack of comprehensive community development planning. Underlying these resolutions was recognition that within the pressures of modern society, Cambridge was providing a sense of identification for the people who are moving there, and such mobility was one of conscious choice rather than chance.

Some of the actions by the universities in Cambridge which have contributed to the housing crisis included: acquiring property for use as classroom, offices, research facilities and residential housing; not providing relocation services for those forced to move; and constructing units for their students which did not keep pace with corresponding enrollment increases.

Other factors cited as contributing to the housing crisis include: the rapid expansion of the space-age and computer industries and their tendencies to locate close to the universities; the incoming professional population being able to afford higher rents--thus pushing up the entire rent scale; the Cambridge Redevelopment Authority's activities being confined solely to increasing the tax base of the city, rather than the housing stock; and inactivity of the Cambridge Housing Authority which managed only one 88-unit low-income housing project.

"Residence and Rents" (cont'd.)

Cites possible options if Cambridge wished to preserve its tradition of diversity including use of Federal 235 and 236 housing programs, construction of public housing, and use of leased housing programs.

Concludes that means to achieve a heterogenous community through housing measures is not lacking, but asks whether society is organized to maximize profit or organized to guarantee a decent life to every human being.

96. Students in Residence: A Survey of American Studies. Jacqueline Scherer. Higher Education Monograph Series Number One. Published by the National Foundation for Educational Research in England and Wales. London, England: Department of Higher Education, University of London Institute of Education, 1969. 42 pages. [C/C Library]

Prepared by the Student Residence Project, this pamphlet contains a collection of significant research data from psychological, sociological, and educational studies of student residence at institutions of higher education outside of Britain, focusing almost entirely on the United States, Australia and Canada. Research on a specific example or a unique feature of residential development is not included.

Contains an appendix listing additional research reports and centers, and an annotated bibliography.

97. 1970 Housing Survey: Faculty and Staff Technical Report. MIT Long Range Planning Group. Cambridge, Massachusetts: Massachusetts Institute of Technology, Planning Office, March 1971. 94 pages. [C/C Library]

Presents results of a May 1970 survey of MIT faculty and staff. Purpose of the questionnaire was to obtain information about various characteristics of the MIT faculty and staff housing market and important sectors of that market. Responses from graduate student staff were excluded from the report. Although the total number of respondents is listed as 1,390 there is no indication in the report as to the total number of faculty and staff at MIT.

Major sections of the report include the following: residence location and commuting patterns, households and number of children, kinds of housing occupied, housing costs for homeowners and for renters, satisfaction with present housing and expectations for change, kinds of housing respondents would like and would be willing to pay for, specific interests of those wanting MIT sponsored housing and their willingness to pay, attitudes about housing in the area near MIT, attitudes towards environmental features, and preference for neighbors.

1970 Housing Survey (cont'd.)

Findings on residence location indicate: 23% of the respondents lived in the City of Cambridge, 11% in Boston, 28% in the remaining core area of approximately five miles distance from the campus, 18% in a suburban ring extending from 10 to 30 miles from the campus, and the remaining 1% outside the greater Boston area.

Commuting patterns reveal: 65% of the respondents drove to campus, 12% walked, 18% used public transportation (10% by subway, 8% by surface bus), 4% used bicycles, and the remaining 9% used other forms of transportation. Twenty-nine percent of the respondents had commute times of less than 20 minutes, 26% from 20 to 30 minutes, 22% from 30 to 40 minutes, and 24% of more than 40 minutes.

Seventy-nine percent of the respondents were married: of these 25% had no children, 15% had one child, 24% two children, 22% three children and 14% four or more. Seventy-one percent of the children were in public schools and 29% were in private and parochial schools.

Forty-seven percent of the respondents rented their housing, while 50% owned single-family housing. (Of those living in the City of Cambridge, 89% of the respondents rented accommodations, whereas 9% owned single-family houses.) Nineteen percent of the owners held clear title to their homes. Median monthly payments (including amortization, interest, and real estate taxes) was $200 to $219 for homeowners, while median monthly rent was $160 to $179 for renters.

Nearly half of the respondents indicated an interest in living in MIT sponsored housing; 25% were definitely not interested in this type of housing. Of those interested in MIT housing, 58% preferred home ownership, while 33% were interested in renting. The median price range of those wanting to rent housing from MIT was in the $180 to $219 per month category while the median of those wanting to own MIT housing fell in the $220 to $240 per month category.

M. Research Parks

98. Research Parks from the Community Viewpoint. G. David Hughes. Cornell Study in Policy and Administration. Ithaca, New York: Cornell University, Graduate School of Business and Public Administration, May 1966. 74 pages. [C/C Library]

Based on research conducted in 1964-65, study was designed to serve as a planning aid for directors, civic leaders, and university administrators concerned with policy formulation, prospect identification, and promotion of research parks.

Points out that one must know the dimension of demand in developing research parks, since in 1965, 50% of the research parks in the U.S. reported occupancy rates of 20% to 29%, while three-quarters had occupancy rates of 50% or less. Argues that although economic forces motivate the development of research parks (they are a means of increasing employment, retail sales, bank deposits, expenditures for utilities and services) that the esthetic and environmental consequences act as constraints upon development. Policy formulation for research parks should represent a compromise between these major forces.

Suggests that the types of activity permitted in a research park, from the University's viewpoint, requires a careful analysis of the prospective tenant contribution to and demands on the private and public sector of the local economy. Furthermore, notes that policies which permit manufacturing expand the market for park tenancy about one-third, and an additional 13% can be added to the market by including firms engaged in sales and research.

Investigation of desirable tenants from a university's point of view indicates emerging research industries such as food, printing and publishing, non-electrical machinery, and departments and agencies of federal and state government are highly attractive. Proximity to a good university help these industries recruit personnel, and the availability of consulting professors and libraries also benefit the governmental units.

Findings describing the amounts of money firms spent on research indicate that 61% of the respondents spent less than $10,000 per year, 25% spent between $10,000 and $1,000,000, and 14% spent more than $1,000,000. It is claimed that these findings support the point that research park policies must not limit the activities of tenants that specialize only in research and development.

Concludes, by concurring with the editors of Industrial Development magazine, that the concept of a pure research park is somewhat unsatisfactory. Argues, "a mixed use of research, development, engineering and light manufacturing, has been found to be compatible where high performance standards are enforced," and that "new patterns of research parks will be quite different from the original concepts and many may justify changing their name to science and technology parks."

99. "Results of Survey to Determine Characteristics of Existing University-Related Research/Industrial Park Programs." John W. Daly. Albuquerque, New Mexico: Albuquerque Industrial Service, Inc., 1962(?). 13 pages. [C/C Library]

Attempts to determine the feasibility of establishing a research/industrial complex in relation to the University of New Mexico, Albuquerque, and to justify such a program by describing activities at other universities. Results were based on a questionnaire received from 58 universities, both private and public, on facts relating to real estate, financing, and sponsorship.

Points out that a joint venture of the City and County and of the State of Alabama made possible the University of Alabama Research Institute at Huntsville, and that the facilities of Duke University, North Carolina State University, and the University of North Carolina were coordinated to supplement and enhance the operations of the Research Triangle Park. Article notes the development of Technology Square, located adjacent to MIT's campus; the University of Oklahoma Research Park sponsored by the University of Oklahoma Research Institute; and the Stanford Industrial Park sponsored by Stanford University.

Observes that nearly all research/industrial parks surveyed and now in existence at major universities were controlled by private non-profit corporations. Also notes there was significant community-university cooperation in establishing these areas. In particular, the Cities of Huntsville, Pittsburgh, Oak Ridge, Boulder, and Ann Arbor and the State of North Carolina all joined together with local universities in establishing industrial areas adjacent to campuses.

Concludes that each program varies depending upon circumstances, but in every case community-university cooperation was evident and total commitment to a prescribed plan of development was essential for success.

N. Special Research Studies

100. Changing Land Use Patterns in Campus Perimeter Areas. Edgar Dallas Cook, Jr.. Unpublished Ph.D. Dissertation. Gainesville, Florida: University of Florida, 1967. 368 pages. Summarized in Dissertation Abstracts, Volume 29 (July 1968), pp. 343A to 344A. [C/C Library]

According to the "Abstract," the dissertation was directed toward understanding land reuse problems and procedures in established, highly developed neighborhoods. As a pilot model, the campus perimeter neighborhood of the University of Florida was chosen for study.

The approach was divided into two steps. Step One utilized techniques and related field research to gain general knowledge of the characteristics of the campus perimeter neighborhoods. Step Two reviewed the action of individuals on land reuse patterns--primarily through land transactions.

In Step One, despite the individual character of each neighborhood, common problems affecting land use change patterns were found. These problems stemed largely from "...a lack of coordination resulting from the inability of the university to communicate adequately with the local political body and the local public." In Step Two, results indicated that "the campus perimeter, left to develop under the typical land use control system, rarely achieved its most efficient economic height or degree of social desirability. Lack of efficient and coordinated routes for vehicular and pedestrian traffic resulted not only in less than ideal development in the neighborhood, but affected the efficiencies and the amenities of the entire urban area."

Concludes that "if land use change is to occur in the direction of more ideal utilization of the land, each individual owner must in some manner be involved." The difficulty, according to the author, is that the individuals are unwilling to discuss their role in real estate transactions. Based on an understanding of the pilot model neighborhood, a short run forecast was made about the future land use possibilities in the neighborhood.

101. The Church, the University, and Social Policy: The Danforth Study of Campus Ministries. Kenneth Underwood. Volume 1--Report of the Director. Volume 2--Working and Technical Papers. Middletown, Connecticut: Wesleyan University Press, 1969. Volume 1, 618 pages. Volume 2, 346 pages. [C/C Library]

In order to decide what policy should be followed by campus ministry organizations in the future, this study attempts to measure the qualitative effectiveness of efforts made by campus ministry between 1963 and 1968. Information is based on investigations of the campus ministry and evaluation of its success at the University of California, Berkeley; the University of Wisconsin, Madison; and public colleges and universities in the greater New York area.

The Church, the University, and Social Policy (cont'd.)

Concludes that the ministry to the university community carried on by campus organizations was no longer effective. Believes that in the future the ministry should be carried out, not by student religious organizations, but by parish churches, college or university departments of religious study, or interdenominational institutes for the study of religious issues.

102. "Neighborhood Context and College Plans." William H. Sewell and J. Michael Armer. American Sociological Review. Volume 31, Number 2 (April 1966). pp. 159-168. [C/C Library]

Attempts to account for educational aspirations of high school seniors, by examining the influence of sex, intelligence, socioeconomic status and neighborhood context. Cites previous studies on this subject and their findings.

The study, based on a survey of public high school seniors in the Milwaukee metropolitan area in 1957, defined the variables of neighborhood context, educational aspirations, intelligence, and socioeconomic status of the family in the following ways. Neighborhood context was defined as the proportion of males fourteen years and older living in the area and employed in white-collar occupations. Neighborhoods were divided into three context categories: high, 41-83 percent white collar; middle, 31-40 percent white collar; and low, 13-30 percent white collar. Educational aspirations of high school seniors was based on the student's statement that he definitely planned to enroll in a degree-granting college or university upon graduation from high school. Intelligence was ascertained through the Henman-Nelson Test of Mental Ability. Students were divided into equal thirds of measured intelligence according to their test scores. Socioeconomic status was based on a factor weighted score of father's educational level, mother's educational level, and the approximate wealth and income of the student's family. Students were divided into three socioeconomic categories.

Findings of the study indicated the following: less than one-fourth of students in low-status neighborhoods planned on attending college, but more than one-half of those in high-status neighborhoods planned to attend college. Those from high socioeconomic status families or of high intelligence were approximately three times as likely to plan on college as those of low socioeconomic status or of low intelligence. Males were more likely to plan to attend college than females.

Neighborhood context was associated more with educational aspirations of girls than boys and was strongest for girls from high socioeconomic families. Girls living in higher status neighborhoods tended to have high educational aspirations, regardless of intelligence, if they came from high socioeconomic families.

The study concluded that although neighborhood context made some difference in determining educational aspirations, its influence was small in comparison to the variables of sex, intelligence and family socioeconomic status.

103. Suburban Problem Solving: An Information System for Tempe, Arizona. Dickinson L. McGaw, Study Director. Papers in Public Administration No. 20, Institute of Public Administration and Survey Research Center. Tempe, Arizona: Arizona State University, 1971. 135 pages. [C/C Library]

Funded under Title I of the Higher Education Act of 1965, the report presents results of a community development project: first, to provide the officials of Tempe with a wide range of base line information regarding the attitudes of its citizens toward the City and, second, to design an information system for Tempe. To determine community priorities and resources in 1970, 16 community issues were analyzed.

Tempe, with a population of 63,000, is located nine miles southeast of the center of Phoenix. "A motorist who passes through the City would notice two features: the deterioration of 'downtown' Tempe and the presence of Arizona State University", the largest institution of higher education in the State.

Fourteen percent of the population lived in the City for less than one year; 20% had lived in the City for more than 10 years. The community is comparatively youthful, the median age being 22.5 years. Average number of persons per household is 3.5; 52% of the population was non-white; 41% of the population had a college degree; 36% were renters of housing; and 34% had lived in their housing for less than five years. All are reflective of the fact that the community was University-oriented.

Of the 16 community issues, traffic and schools were found to be the most important, city taxes and police protection the second, Arizona State-Tempe relations third, and juvenile delinquency fourth. However, among priorities of the citizens, the relationships between the University and Tempe ranked tenth, while air pollution was the highest ranking issue.

When residents were asked what they disliked most about Tempe, there were five major kinds of disappointment: "(1) lack of shopping centers, movies, restaurants, hospitals, parks; (2) air pollution; (3) downtown ugliness; (4) condition of streets; and (5) the 'hippies'."

Of the 5% of the respondents to the survey who cited ASU-Tempe relations as the most serious problem, there was no general agreement on what should be done: 12% advocated restricting the size of the University, 24% wanted a hard line policy expelling dissident students, closing the University down and starting all over again, giving more authority to The Regents, and screening all teachers; another 24% preferred the creation of more dialogue between students and Regents and a greater role for students in the making of decisions; the remaining 40% did not know what to do about the problem.

When surveying community image, the researchers found out that unskilled workers, machine operators, and retired persons had the highest image of the community. Those with lowest rates of community image were students and people on relief.

Suburban Problem Solving (cont'd.)

When the citizens were asked their perceptions of what they would like their community to become, 11% indicated that it should stay the same, 9% wanted a cleaner city, 9% wanted a small city, and 8% wanted a University city. In effect, results showed the citizens wanted Tempe to be a small, safe, stable University city and recommended better planning, cleaning up the downtown area, more schools, and better enforcement of zoning regulations. They favored a metropolitan approach to problem solving and identified major problems as air and water pollution, water shortage, drugs, education, and rapid growth.

104. The Urban Campus and Its Neighbors: The Effect of Campus Form on University Community Relations. Pilot Study. Samuel V. Noe, Jr. and Hayden B. May. Cincinnati, Ohio: University of Cincinnati, May 1971. 23 pages plus maps and appendices.

Documents a completed pilot study at the University of Cincinnati to determine specific effects of campus form on university-community relations. Final study will compare form and form-related conflicts at four universities: Boston University, Northwestern University, Temple University, and the University of Cincinnati. Each will be examined over the period, 1950-1970.

Hypothesizes that the physical form of a university can influence the level of conflict with its neighbors. Four form characteristics are described: the degree of concentration or dispersion of the institution or the district; the pattern and nature of contacts between university and non-university persons; the strength of the university's visual image as distinguished from its surroundings; and the size of the institution as measured by its enrollment and the amount of land it owns.

Includes general description, social description, and physical form maps for the districts surrounding the University of Cincinnati. General description maps describe the study area, the university proper, the university district and adjacent communities. Social description maps include population, income, education, housing and crime levels. Physical form maps include residential distribution of the university community, distribution of retail services, parking and campus "edge" character. Many of the maps are computer printed--SYMAPS.

Attempts to distinguish between tensions arising from physical sources and those caused by other factors. Considers age, race, family status and income as the most important non-physical characteristics of the university community.

Concludes that many of the University of Cincinnati's problems with its neighbors have been related to physical expansion. In Corryville, which has absorbed almost all the University's expansion since 1950, the changing social composition, the tactics of renewal, and the past misfortune of many of its residents contributed to tensions. By contrast, the University's impact on the Clifton area has been of a different nature because of the heavy settlement of University persons there.

The Urban Campus and Its Neighbors (cont'd.)

Also contains, in summary format, selected data from 175 urban universities in the U.S. responding to a questionnaire concerning population, income, growth and physical characteristics of the universities and their districts. Responses are divided into categories dependent upon the University's land use pattern.

Includes a bibliography on university-community relations.

O. Urban Responsibilities

105. "Incipient Catastrophe: The University and the City." Glenn Tinder. Massachusetts Review. (Summer 1967). pp. 487-492. [C/C Library]

Attempts to describe the commonality and differences between a university and a city. Sees the bond between them as a shared responsibility for the human goals of education and communication. Argues that if learning can come about only through communication, then a university can be a school only through being a community. Likewise, claims that although a city is not the same as a university, it needs to be both a community and a place of learning.

Believes some of the differences between a university and a city are that a university is a more restricted association than a city--it admits only some people; it admits them only during a part of their life; it relies heavily upon a single human capacity, the intellect; and it concentrates upon inquiry and is shielded from the necessities inherent in action.

By contrast, suggests that a city "...is entangled in all of the worldly relationships which encourage forgetfulness or suppression of the truth. However, the city is a complete association--all kinds of men are included; they spend all of their lives there; it engages all human faculties; and it is a community in all dimensions of existence."

Stresses that the city depends upon the university for two things above all: the university as a school inculcates civility, and as a community serves as an example and critic.

Concludes that if the university is not a school, an example, and a critic in relation to the city, then its detachment is pointless. "It is properly nothing but a technical or vocational institute at the service of society."

Emphasizes that the university and the city are so related that if one fails, probably the other will also do so; both or neither will be saved.

106. Overlive: Power, Poverty and the University. William M. Birenbaum. New York: A Delta Book, Dell Publishing Company, Inc., 1969. 206 pages. [C/C Library]

The author's theme "overlive" is postulated as the dilemma of this country's technological power to produce more goods than it needs with the incapacity to distribute such goods appropriate to need. He sees this as a handicap to both those who receive more than they need and those who do not receive what is essential. For Birenbaum, universities perpetuate this system.

Overlive: Power, Poverty and the University (cont'd.)

In particular, he sees urban campuses as anti-city in that the salient qualities of the city, such as the opportunity for mobility, abundance of choice and tolerance for controversy, are regarded with hostility in the university system--a system which places value on its own separateness and detachment, fixes rank, status, and choice of curriculum, and is threatened by the idea of controversy. Argues that higher education prevents the use of education to promote viable choices for many by perpetrating limitation and specialization, divorcing acting from thought, continuing the existing system of power, and being aloof from urban needs, especially the needs of the black and the poor.

In an attempt to renew the urban education system, suggests the following reforms be made: (1) an education system be built that enables all young people to fulfill their potential; (2) institutions of higher education be more directly responsive to the authority, management, will, and needs of their communities; (3) urban campus physically integrate learning situations into the community; (4) learning and work situations be combined; (5) learning experience be reorganized around problem solving; and (6) the artificial distinction between teacher and student be dissolved--everyone should be a student, everyone a scholar, in a community of learning.

107. "The Relationship of Knowledge and Action: The Proper Role of the Institution as Agent of Change." A Speech by George Nash, Project Director, Bureau of Applied Social Research. New York, N.Y.: Columbia University, June 1969. 25 pages. Mimeographed. [C/C Library]

Nash claims that although much has been written about urban affairs and colleges "there has been relatively little study of either the relations between colleges and universities or what colleges and universities can contribute to the solution of urban problems." Nevertheless, he mentions a number of studies underway, including problems in recruiting high risk students, and the role of the university in public affairs.

Among the dilemmas he sees in the capacity of institutions of higher education to serve their communities is that "by and large, the largest institutions and the most prestigious institutions have been concerned with serving the nation and the world, with becoming more selective and doing more research, but not in serving their communities." Nash argues "ethically an institution cannot hope to rank high on the national scene or be important in Washington if it can't be a model in its own community."

While he believes most major institutions of higher education are "doing something in the way of urban community and minority affairs," and he would not dismiss such efforts, Nash claims that three elements are necessary in addition to simply doing something: (1) there has to be direction and commitment at the highest level; (2) there must be initial communication and overall planning of institutional coordination; and (3) the university must work on its public relations by demonstrating it is interested in the community.

"The Relationship of Knowledge and Action" (cont'd.)

In summary, argues that institutions of higher education should pursue involvement in urban affairs in the following roles: (1) as a citizen and a neighbor concerned with all aspects of its impact on the community including parking, transit, housing, shopping, entertainment and recreation, and completing a master plan so that all residents of the area know where the institution will expand; (2) as an example, being a model employer and meeting standards of excellence in its own university environment; (3) as an educator of those frequently neglected in the educational system, an educator offering a more relevant type of education; and (4) as a provider of specific services requested by the community.

108. "The Town Gown Campus." Lewis B. Mayhew. Printed in "The Vitality of a City: Challenge to Higher Education. (A Program Presented by the Continuing Education in Health Sciences, University of California San Francisco Medical Center, April 29-30, 1967.) pp. 11-19. [C/C Library]

Argues that the mandate of institutions of higher education in the twentieth century, if they are to remain viable, is to meet the needs of an urban population. Sees urban educational needs as the following: to train people to operate emerging service and research industries, to educate the disadvantaged, to research urban problems, and to provide a higher level of cultural experience.

Believes institutions of higher education have not been highly successful in directing themselves to these needs, nor in directing insights from the social and behavioral sciences to urban situations. Deplores the decisions that result in many new institutions of higher education being built in suburban or semi-rural areas, rather than the inner city. Finally, chastises institutions of higher education for not bringing their influence to bear to the service of the non-white populations, for not developing urban campuses that let the city penetrate their boundaries, and for not reforming educational curriculum to apply anthropology, economics, and psychology to the problems of the ghetto.

109. "University and City--Partners in Growth." Millard E. Gladfelter. Economic and Business Bulletin. Philadelphia, Pennsylvania: Temple University, Bureau of Economic and Business Research, December 1966. pp. 3-12. [C/C Library]

Gladfelter, President of Temple University, observes that city university's enrollments have been growing twice as rapidly as city populations.

He claims that the urban university today faces problems analogous to that of the land grant college of the past century, the dilemma of attempting to offer sufficiently diverse educational programs to serve the needs of vastly different clienteles. In this regard he sees three principal emphases evolving: (1) integration of the individual into our productive process; (2) efforts to improve standards of environment and personal living; and (3) encouragement of involvement and participation in community affairs.

"University and City--Partners in Growth" (cont'd.)

He concludes "the kind of talent required for effective participation in community problem solving activities are an amalgam of intellectual ability, entrepreneurial and political acumen, action commitment, and a capacity for accommodation to the possible."

110. "The University and the City." Dennis Clark. America. Volume 114 (March 5, 1966). pp. 324-326. [C/C Library]

Argues that it is the responsibility of the university, as a key urban institution, to respond to the needs of their communities and to stimulate the vitality and stability of urban areas. Suggests that programs such as social studies, community development, and educational services are means to this involvement. Concludes that a new social movement to effect further reforms in city life and to upgrade the cultural level of mass urban populations is necessary. This movement may or may not come out of the universities.

111. The University and the City: Two Views. Walter E. Washington and Royce Hanson. Occasional Paper No. 69-7. Washington, D.C.: The Washington Center for Metropolitan Studies, December 1969. 8 pages. [C/C Library]

Washington, Mayor-Commissioner of the District of Columbia, argues that if the university is to realize its desire to serve all citizens and the environments in which they live, it must address itself to two problems: elitism and isolation.

Although universities have long understood themselves in images which deny the presence of power--phrases such as "free community of scholars" and "the disinterested pursuit of knowledge," he claims universities are also powerful actors in this society, because they own and occupy large tracts of land, are employers of large numbers of persons, and affect the economy of cities. But, beyond their physical presence they have other forms of power: to admit or to deny admission, to certify, to graduate and to legitimate. He argues the question of academic standards is not solely academic, but must be approached in the spirit of pluralism in order to sustain democracy in this society.

He states that problems he faces as Mayor are not generally amenable to narrow university disciplinary remedies. Departmental boundaries, however vital they may be for the crucial work of the scholar, often serve a mayor poorly when he deals with the urban scene as viewed from the vantage point of city hall and city streets. He says, "that academicians have much to learn in the process of helping us cope with a new dimension in the modern city: namely, the ordinary people--their hopes and desires, their frustrations and aspirations--and most of all, how to meet what they conceive their needs to be."

The University and the City: Two Views (cont'd.)

Hanson, President of the Washington Center for Metropolitan Studies, presents two propositions: first, that both cities and universities are undergoing an institutional crisis and, second, that the problems of a city are not "the problem," but rather the problem lies in the institution and processes which define the problems and how they are pursued.

He claims universities are not, as they presently stand, particularly well equipped to grapple with the urban condition. Their institutional politics, like those of cities, are fragmented and specialized. Especially in the putative science of urbanism, they are understaffed and undercapitalized.

He states that what we losely call communities are, at best, interest groups. They have no technical or political means of establishing priorities, strategies, or definitions of objectives and problems. Even city governments and major Federal agencies have this same difficulty. He insists that the preeminent challenge the community with its problems presents to the universities is the challenge to define those problems. This carries the responsibility of asserting values, because without values there are no problems--only situations.

He hopes that we are approaching the end of innocence about both cities and universities and concludes that the challenge, therefore, is not to create a few new courses or degree programs; it is not to develop a community service program; and it is not to create an urban research institute to broker grants. It is to make intelligent use of intelligence through systematic analysis, teaching, and service that increases the public understanding of urban society.

112. "The Universities and the Cities." John W. Gardner. Educational Record. Volume 50, Number 1 (Winter 1969). pp. 5-8. [C/C Library]

Gardner claims that the colleges and the universities of this country "have not responded impressively to the urban crisis," because they have (1) a preoccupation with their own problems; (2) internal organizations which prevent them from eliminating less relevant commitments in order to meet new challenges; (3) faculty members who do not have enough first hand acquaintance with the city and thus cannot formulate urban problems' research; (4) an inability to commit faculty to any particular interest; and (5) a tradition in the social sciences of small scale research which is not easily adaptable to the large scale problems of urban affairs.

In spite of these difficulties, Gardner argues that universities can and should become involved in urban affairs in the following ways: (1) by exposing undergraduates to urban problems they will encounter as citizens; (2) by preparing graduate students as professionals in urban affairs; (3) by university extension work; (4) through technical assistance to the city in which the institution is located; and (5) by becoming involved in the city in which it is part, as a corporate citizen, with obligations and responsibilities.

"The Universities and the Cities" (cont'd.)

To meet these obligations, Gardner urges universities to create urban task forces, consisting of representatives of students, faculty, trustees, administration and neighborhood representatives. He proposes that the task forces: (1) prepare an inventory of what has already been done within the universities; (2) investigate the capabilities of the university to tackle urban problems; and (3) become involved with a local urban coalition (which will force it to associate with all elements of the community).

Gardner concludes, "the university community...must learn to sit down with people who do not speak the same language, people whose style of discourse is different, people with whom it does not feel particularly comfortable, and it must learn to solve problems collaboratively with those people."

113. The Urban University and The Arts. Fifth in a series of self-study Metroseminars on "The Urban University and The Urban Community," conducted by Boston University's Metrocenter from March 1 to May 1, 1966. Boston: Boston University Metrocenter, 1966. 35 pages. [C/C Library]

Contains three articles: "The Role of the Urban University in the Arts" by W. McNeil Lowry; "Art, Audience, and the Urban University" by Alvin Toffler; and, "City Support for the Arts: The Boston Case" by Eli Goldston.

Lowry stresses the usefulness of an urban community in providing resources for fine arts students attending urban universities. Warns that although it is easy for an urban university to be drawn into the fabric of the metropolitan community, the university must be careful of being drawn into activities that are called "urban cultural development" but in fact lead to the popularization and vulgarization of art. In particular, Lowry is alarmed at the creation of such organizations as city foundations to patronize the arts, seeing them as destructive of current pluralism and diversity.

Toffler sees universities as serving the following functions: supplying money for the arts; serving as artistic manpower reservoirs; training artists and audiences; and finally, supplying the specialized skills necessary to understand the social context necessary for the fruition of art. He sees the latter as the most unique function of universities.

Goldston argues for municipal support of the arts and claims there is a substantial untapped audience for the arts within the Boston University community as well as other areas of Boston.

P. Zoning

114. University Zoning Districts. Information Report No. 178, ASPO Planning Service. Chicago: American Society of Planning Officials, October 1963. 8 pages. [C/C Library]

Discusses the use of special university, college or educational zoning districts and cites the provisions of zoning ordinances in four university cities: Ann Arbor, Michigan; Annapolis, Maryland; Princeton, New Jersey; and, Evanston, Illinois.

The proposed (1962) Ann Arbor zoning ordinance places the University of Michigan property in a special district called the Public Lands District; the Annapolis zoning ordinance (no date given) creates a special district called the "Educational and Cultural District"; and the zoning ordinance of Princeton (1955) creates a zone that covers both the campus and the environs area extending away from the campus. The Evanston zoning ordinance (1960) provides for three separate university districts, differentiating between the campus and the surrounding areas, and between the two major educational institutions in the city.

Stresses that a college or university and its immediate neighborhood create a number of land use control problems for planning commissions and boards of zoning appeals and that special land use permits are usually inadequate for the large complex of multi-building, multi-acre, traffic-generating college campuses because of their profound influence upon surrounding neighborhoods. Concludes there is no substitute for comprehensive, cooperative, campus-community planning in establishing basic goals, policies and principles for both the campus and its neighborhood.

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SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING

The Society for College and University Planning was incorporated in Michigan in 1966. Officers and a representative from each region are elected by the entire organization annually. The Society is an Associated Organization Member of the American Council on Education. It is non-profit and tax exempt. The Society's development has been supported by a grant from the Esso Education Foundation.

GOAL AND OBJECTIVES

The goal of the Society for College and University Planning is to enhance the art of long-range, comprehensive and component higher education planning.

To work toward this goal, the Society has established these objectives:

*The development and refinement of planning principles relevant to all colleges and universities, large and small, public and private.

*Consideration of the implications of changing social needs to the structure and content of higher education programs and the resultant changes in the nature of higher education itself.

*Study the means by which the growing financial crisis in higher education can be resolved through the reallocation and better utilization of financial and physical resources.

*Provide a clearinghouse for information on current developments in higher education planning, comprehensive, academic, financial, physical, on the institutional, regional, statewide and national levels.

*Encourage and facilitate the development of individual planning efforts through the recruitment, training and placement of qualified personnel.

*Develop expertise in academic, financial and physical planning among all college and university officers, especially where the employment of full-time planning personnel is not possible.

*Relate planning to interinstitutional cooperation and institutional research.

The Society's focus is on the individual college or university in its local, statewide and national contexts. The Society emphasizes the questions to which the planner must address himself, rather than on stylized answers to general problems, as well as the philosophy of planning and the inter-relationships of institutions and institutional components.

THE 1972 PROGRAM

*REGIONAL WORKSHOPS. Early in 1972, the Society will hold regional meetings on strategic questions involved in long range planning. Case materials are being prepared for regional workshops, later in 1972, on non-traditional education, financial planning, and changing housing requirements.

*PUBLICATIONS. The Society publishes a bi-monthly NEWS, reporting items of current interest in all areas of higher education planning, and accompanying JOURNAL articles, which examine in depth developments in these areas. It publishes bibliographies, other monographs on planning subjects and reports of its regional and national meetings, and a membership directory.

*PERSONAL DEVELOPMENT. The Society maintains a listing of positions available and positions wanted for qualified personnel in higher education planning positions.

*NATIONAL CONFERENCE. As it has every year since its founding, the Society will convene a national conference (Atlanta, August 6-9, 1972; Toronto, August 12-15, 1973; Denver, August 4-7, 1974) to analyze and discuss subjects on academic, financial and physical planning of general interest to its membership. The national conference will also correlate the results of the regional workshops and give special attention to interinstitutional cooperation and institutional research.

*PLANNING CONSULTATION. The Society maintains a listing of members available for consultation and wanting consultant assistance.

OTHER PUBLICATIONS OF THE SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING

CAMPUS/COMMUNITY RELATIONSHIPS: AN ANNOTATED BIBLIOGRAPHY (63 pages). Copyright 1971. By Ira Stephen Fink and Joan Cooke. $5.00

AN ANNOTATED BIBLIOGRAPHY ON UNIVERSITY PLANNING AND DEVELOPMENT. (158 pages). Copyright 1969. By Kermit C. Parsons. $5.00

THE CHANGING CAMPUS PEOPLE AND PROCESS. Proceedings from Third Annual Conference at Lexington, Kentucky, 1968. (82 pages Incl. 13 pages of photos) $4.00

CAMPUS PLANNING 1967. Proceedings from Second Annual Conference at Ann Arbor, Michigan, 1967. (128 pages incl. 22 pages of photos) $5.00

CONTRASTING CONCEPTS IN CAMPUS PLANNING. Proceedings from First Annaul Conference at Portland, Oregon, 1966. (96 pages incl. 16 pages of photos) $2.00

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